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ABSTRACT

Two guides for practitioners, one concerning early childhood curriculum and the other concerning the early childhood identification process are presented in this document. The curriculum guide, which constitutes the bulk of this package, approaches early childhood curriculum issues from the developmental perspective. The first section of the guide considers the foundations for an early childhood curriculum, including developmentally appropriate practice, and the role of the family in early childhood education. The second section reviews the factors that influence the decision making process in formulating a curriculum. Sections 3 through 5 discuss the needs of children in three age groups: birth to 3, 3 to 6, and 6 to 8. Each of these sections includes an overview of a learning environment; sample school schedules and room diagrams; a description of children's transitions from one activity or learning environment to another; and a series of charts and vignettes that illustrate children's development in cognitive, language-literacy, affective-communicative, and physical-motor domains. An extensive list of resources and bibliographic items is provided. An appendix includes descriptions of two parent involvement programs in Ohio, a list of agencies and organizations involved in early childhood education, a reprint of sections of a text describing developmentally appropriate practices for children, and a copy of the Ohio Department of Education Rules for Preschool Programs. The separately published manual for screening and assessment activities for preschool and kindergarten children that accompanies the curriculum guide is designed to assist school districts in developing and implementing procedures for identifying the individual learning needs of preschool and kindergarten children, including those who may later be identified as handicapped or at risk. The manual outlines major considerations involved in undertaking screening and assessment activities for young children, describes various approaches to screening and assessment, and discusses considerations linking assessment to intervention. (BC)

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The Ohio Early Childhood Curriculum Guide

Birth Through Age Eight

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The Ohio Early Childhood Curriculum Guide

Birth through Age Eight

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DEPARTMENT OF EDUCATION
COLUMBUS
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FRANKLIN B. WALTER
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Dear Educators:

Early childhood education is recognized by all as a critical component in a child's educational career. High quality programs are necessary to provide this component. As we look to the decade of the 90's and into the year 2000, it is very clear that comprehensive programs that include collaboration must be available for the children of Ohio to prepare for the complex future. To develop and implement stimulating, nurturing, and comprehensive classrooms for our children, guidance and leadership are essential.

The Ohio Department of Education is committed to providing leadership in the area of early childhood education. The Division of Early Childhood Education was created to provide leadership to school districts in the development and implementation of the most appropriate programs to enhance children's overall achievement and development. To this end, the Ohio Department of Education has developed the Ohio Early Childhood Curriculum Guide to offer guidance and encouragement in providing developmentally appropriate programs. The Guide promotes principles of child development that have been accepted and advocated by early childhood professionals.

The children of Ohio deserve the best programs possible in our schools. It is our hope that this guide will supplement your unique efforts to provide those programs.

Sincerely,

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

Preface

Focus

The focus of this guide is on the construction of a developmentally appropriate curriculum for children from birth through age eight. Early childhood educators recognize the importance of young children's experiences and interactions with others in their world. This guide suggests a curriculum that will maximize these experiences. It addresses the early childhood period as a continuum of development from birth through eight years of age, acknowledging the unique characteristics of children throughout. The guide approaches curriculum issues from the developmental perspective, allowing for age and individual characteristics. Consequently, the guide helps users make good choices for children. The guide's flexibility allows for ease in adapting the graded courses of study.

Purpose and Structure of the Guide

The Ohio Early Childhood Curriculum Guide (Birth through Age Eight) can assist early childhood educators and support personnel in making informed curriculum decisions in their classrooms. The guide is user-friendly and applicable to a wide range of settings. In order to emphasize the unique needs of each group, the guide is organized into three age groups: Birth to Three, Three to Six, and Six to Eight. Each of the sections identifies the characteristics of typical settings, the goals for each age span across developmental domains, the appropriate processes, the learning experiences that emphasize the processes, and the adult interactions for accomplishing these aims. There are also vignettes to illustrate the ideas. It is important to use each section with the overview of early childhood curriculum development.

Acknowledgments

This curriculum guide was published as a result of the firm belief in the importance of a good early start for all children. Research confirms the need for developmentally appropriate programs in child care, preschool, and the primary grades. Special thanks goes to the writing team for their countless hours, commitment, and expertise, and to the typist and technical coordinator for what has taken hours to formulate. We extend our sincere appreciation to all persons who assisted in the development and review of this curriculum guide.

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Contents

Foundations for Early Childhood Curriculum

Introduction 1
Developmentally Appropriate Practice 3
Assumptions of Early Childhood Curriculum 4
Ways Young Children Learn 5
The Role of the Family in Early Childhood Education 7
Guidelines for Effective Communication With Families 8
Principles for Early Childhood Curriculum Development 9
Goals for Early Childhood Education 12

Curriculum Decision-Making

Decision-Making Process 13
Environmental Overview 18
The Planning Process 20
Themes 23
Integrating Children With Special Needs 26

Birth to Three Years

Introduction 31
Environmental Overview 32
Sample Schedules and Room Diagrams 36
Transitions: Birth to Three Years 40
Developmental Charts and Vignettes 42

Three to Six Years

Introduction 75
Environmental Overview 76
Sample Schedules and Room Diagrams 82
Transitions: Three to Six Years 89
Developmental Charts and Vignettes 90

Six to Eight Years

Introduction 117
The Primary Learner 117
Environmental Overview 122
Integrated Learning 127
Transitions: Six to Eight Years 140
Developmental Charts and Vignettes 142

Resources and Bibliographies 179

Appendix

FOUNDATIONS FOR EARLY CHILDHOOD CURRICULUM

INTRODUCTION

Throughout Ohio and the nation, early childhood education is receiving increasing attention. High quality programs provide children with important foundational experiences for later development and learning.

Early childhood education encompasses a variety of programs, such as family and group child care, infant-toddler-parent classes, preschool, kindergarten, and primary education. Providers range from individuals, to public schools, to government, public, and private agencies. The family of the child is seen as an integral part of the child's care and education. The Ohio Early Childhood Curriculum Guide (Birth through Age Eight) is designed to assist early childhood professionals in these diverse settings to make decisions regarding the design and implementation of developmentally appropriate curricula.

The principles that shape the focus of this guide are based on best practices in early childhood education as defined by the National Association for the Education of Young Children. These practices reflect the knowledge base for early childhood education, child development, and research that has identified key components of a high quality program.

The guide describes a developmentally appropriate curriculum as one that

- views the child as developing in a holistic way and views cognitive, language, affective, and physical development as interrelated and interdependent
- is appropriate for the child's age level
- is worthwhile
- is responsive to the individual developmental needs and interests of individual children
- views the child's interaction with the physical and social environment as the essence of the curriculum
- focuses on the process of learning as well as the content of the curriculum

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- attends to the development of the child's self image as a learner
- provides learning experiences that integrate the various content areas
- views assessment as an integral part of curriculum development
- insures continuity of goals and experiences for children across the birth through eight years age span as a way of enhancing development
- involves the family in the child's education
- respects and incorporates the diversity found in Ohio's families

The guide provides a framework for decision making that involves

- assessment by gathering information on the developmental history of each child, observing each child within the group setting, and comparing observations with developmental milestones for the age period
- goal setting for each child and the group
- identification of age and individually appropriate processes and content
- designing the learning environment to insure age and individual appropriateness
- ongoing assessment of individual and program goals

Programs vary considerably due to resources available for curriculum development. Space may limit the range of experiences. The guide outlines a curriculum that is not dependent on local circumstances but allows for attention to local needs and goals.

Organization

The guide is organized into three sections: birth to three, three to six, and six to eight. (When focusing on individual goals for children it may be necessary to refer to portions of the guide that more appropriately match the child's developmental age rather than the chronological age of the child.)

All three sections utilize a common framework of goals, processes, content, learning experiences for curriculum development to insure continuity across the early childhood years.

A special feature of the guide is the incorporation of vignettes written by teachers. These illustrate the basic principles of both child development and curriculum planning for young children as they describe child and adult activity in early childhood classrooms.

Common themes across the guide

The developmental domains are seen as inseparable. For example, affective-communicative refers to the interplay of social, language, and emotional development.

The process of learning as opposed to the product of training is stressed (problem solving as opposed to academic skills).

Strategies for responding to diverse needs of children are incorporated within each section.

Family involvement is integrated within each section.

Assessment is seen as integrally linked with curriculum development and, as such, ongoing. Observation is a primary method for gathering information about each child's abilities, needs and interests.

The important role of transitions both within the program and from one program to another is addressed in each section

DEVELOPMENTALLY APPROPRIATE PRACTICE

The National Association for the Education of Young Children first published a position statement entitled "Developmentally Appropriate Practice" in 1986 to assist those using the National Academy of Early Childhood Programs Criteria for Accreditation. The criteria was used to evaluate quality which referred to developmentally appropriate practice without defining the concept. A clear definition was needed.

In 1987, an expanded version defined developmentally appropriate practice for children from birth through age eight. The document specified both appropriate and inappropriate practice for young children.

The definition of developmentally appropriate practice has two vital components: *age appropriateness* and *individual appropriateness*. Age appropriate curriculum and practice is that which meets the needs of a particular chronological age span. The universal sequence of development is central to this part of the definition. Professionals need to be familiar with the norms of development, acceptable ranges of deviation from the norms, and child behaviors that demonstrate these norms.

The second part of the definition focuses upon individual appropriateness. Individually appropriate curriculum and practice is that which is based on the unique abilities or characteristics of a child or group of children. Professionals in this case must be able to observe and assess the individual capabilities of a child or group, including ethnic and/or cultural characteristics and life situations. Applying such observations to children's curriculum and care practices is key to individually appropriate practice.

Both age and individual appropriateness are necessary for best practice to occur. Care givers engaged in developmentally appropriate practice know developmental areas (physical, language, affective, cognitive) over the age span, are able to observe and assess individual children and groups of children, and can match appropriate curriculum to the individual needs and group needs.

Note: For more information regarding NAEYC's position on developmentally appropriate practices, please contact the NAEYC to obtain a copy of the document.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8
National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, D.C. 20009-5786
1-800-424-2460

ASSUMPTIONS OF EARLY CHILDHOOD CURRICULUM

Importance of the Early Years

The early childhood years from infancy through the primary grades provide an important foundation for later development and school success. This time in the child's life is marked by rapid development and qualitatively different thinking and learning in comparison to the later years. The curriculum must reflect current best research knowledge about how children grow and develop.

Nature of Development in the Early Years

The following assumptions about development serve as a foundation for this guide:

- The process of development is dynamic across the lifespan.
- Development is a complex process, involving an interplay of biological and environmental forces.
- There are universal predictable sequences of development.
- Each child is unique in his or her rate and expression of development.
- Differences in the rate of development exist among children and within each child.
- Each child inherently possesses the inner motivation to develop. Children's beliefs about themselves influence the course of development.
- Development in one area reflects and affects development in other areas.

(Lerner, 1982; Piaget, 1963; Bronfenbrenner, 1979).

Essential Needs of Young Children

Young children develop and learn best when both basic physiological and psychological needs are satisfied. Attention is given to

- maintaining physical health and well-being, including nutrition and the need for both activity and rest

- preserving a predictable, safe, and secure physical environment
- fostering a sense of trust and belonging to significant others
- encouraging the development of autonomy and providing many appropriate opportunities to act upon one's environment and to make choices
- recognizing and respecting one's individuality; including family and culture
- developing self esteem and a sense of competence
- acquiring appropriate expectations for behavior

(Maslow, 1968; Bronfenbrenner, 1979; Erickson, 1963)

WAYS YOUNG CHILDREN LEARN

Learning takes place as children actively construct their own knowledge. Meaningful learning comes as children interact with people and objects and, consequently, revise their knowledge. In infancy, this action is primarily physical. As children become capable of symbolic thought, this action expands to include mental representations (thinking about objects, people, activities, ideas).

When essential needs are met, children have an inner motivation to learn. They actively explore, manipulate, and experiment in an effort to understand their world. From tasting and touching to building and taking apart, asking and answering questions and using emerging literacy skills, children construct knowledge, acquire skills, and develop dispositions and feelings related to their world.

In childhood, learning is integrated and continuous. It is impossible to meaningfully separate one developmental domain or one content area from another. To construct a curriculum on narrowly defined and isolated skills and content is to ignore this basic learning principle.

Learning is relevant when it is based on children's interests and experiences and is matched with the developmental level and individual learning style of each child. Children learn at different rates and in different ways. The curriculum must be responsive to and respectful of the diversity that exists among children and their families.

Play remains the primary way in which learning occurs in the early years. Through play, children discover concepts and relationships and practice newly acquired skills. As they play with peers and others, they acquire important social skills, including negotiation and conflict resolution, social conversation, and role taking.

Play is development in action. In play, children demonstrate their understanding of the world and their role in it. As adults observe children's play, they can describe their developmental levels, needs, and interests.

Play is the best vehicle for integrating learning across all developmental domains: cognitive, language, affective or social, and physical. For example, in building a pretend tree house, children might negotiate who is to do what job, make written signs to identify their construction, and solve problems related to how to get objects up to the tree house.

Young children need concrete items for play (for example, real nonworking telephones); older children can more easily substitute one object for another and create imaginary toys for play.

Adults enhance children's learning through play by:

- providing appropriate space and materials
- observing carefully children's play
- helping children identify their own ideas and put them into action
- facilitating their problem solving through strategies such as asking questions
- modeling role taking for children in need of such assistance

Young children need time to play. The preschool and kindergarten classroom schedules need to allow for a substantial block of time for children to explore and engage in constructive play such as block building and dramatic play such as pretending to be adults. There needs to be time to invent and play games with rules and to practice newly acquired skills.

Through a carefully planned environment including responsive adults and peers, children develop the knowledge, skills, dispositions, and feelings that are linked with life long learning. Among these are initiative, curiosity, problem solving strategies, persistence, divergent thinking, representational thought, and utilization of others as sources for knowledge.

(Elkind, 1976; Forman and Kuschner, 1983; Hohmann, Barnet, and Weikert, 1987; Johnson, Christie and Yawkey, 1987; Kamii, 1978; Katz, 1985; Kohlberg and Devries, 1990; Maslow, 1968; Singer, 1977).

THE ROLE OF THE FAMILY IN EARLY CHILDHOOD EDUCATION

In early childhood education, educators focus on the child and his or her family. The word "family" refers to all persons who hold primary care giving responsibility, including biological, adoptive, foster, and step-parents, siblings, extended family, and kinship relationships. Each child has home intimacies and experiences that impact on program development. The primary bridge between home and school is the family. Developmentally appropriate programs are responsive to the needs of families as well as children. A goal for educators is to identify, accept, and respect the values of individual families.

Families may need to be aware of appropriate expectations, for their children, ways to facilitate young children's learning, and community services for families.

The curriculum in an early childhood setting reflects and respects the diversity of families in this society. Planned collaboration between home and center or school increases the potential for greater continuity of experience for the child, thus enhancing development and learning. This collaboration also contributes to the development of positive attitudes toward parenting and effective parenting skills.

(Powell, 1989; Peters and Kontos, 1987; deLissovoy, 1973)

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GUIDELINES FOR EFFECTIVE COMMUNICATION WITH FAMILIES

- Families count on you to provide the same degree of nurturing, love, and respect for their child as they do. Earn their trust.
- Families rely on your expertise. Be certain to make decisions or suggestions based on documented evidence. If you are unsure of an answer, direct yourself or the parents to resources that may help.
- Because families view children as extensions of themselves, be sensitive in your remarks. Positive comments about a child reflect good family skills whereas criticism may be taken as a family's failure.
- Realize that families have the ability to identify goals for their children and solutions to problems, and to invest as mutual stakeholders in their children's program.
- Families are invaluable resources about their child. Information sharing is essential in understanding and working with the child.
- Families will differ in their participation level because of work schedules, family responsibilities, and resources. Provide opportunities for parent involvement that are varied and satisfying for participants.
- Families will differ in their ability or desire to communicate. Due to their own educational history, parents may be hesitant to become involved with the program. Be persistent and patient in order to build positive home-school collaboration.
- Share your program's philosophy and goals during enrollment, parent orientation, open house, conferences, and in ongoing newsletters.
- Families and educators need "sharing times" to build a partnership. Provide for informal sharing times (chats, phone calls, notes) and formal sharing times (conferences, newsletters, visits).
- Family communication strategies will vary according to the age of the child. Develop strong communication links through written means (newsletters, notes), because educators working with the six- to eight-year-old group for example, may not have as much personal interaction with parents.
- Understand that the information a family needs or wants will vary by developmental concerns. For instance, give the family of an infant daily information concerning the feeding and sleeping routines of its child. The parents of a four year old may be interested in their child's social development. The family of a second grader may desire suggestions for school enrichment strategies to do at home.

PRINCIPLES FOR EARLY CHILDHOOD CURRICULUM DEVELOPMENT

There are different considerations when planning for children of different ages. Nonetheless, it is possible to identify a set of principles that guide early childhood educators' work, regardless of the ages of the children served. In each section of the guide, these principles are applied to the unique needs and learning styles of young children.

The National Association for the Education of Young Children has addressed these principles in (Bredekamp, S., 1987). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Age 8* and other documents.

Curriculum for young children is comprehensive—addressing all aspects of development through a program that is both age and individually appropriate.

- The curriculum addresses affective, cognitive, language, and physical development.
- Goals, processes, content, and learning experiences are based on established developmental norms.
- The curriculum allows for expansion or contraction of goals, content, and learning experiences to meet the individual needs of children.
- The child's individual and cultural background, including developmental history, is an important determinant of curriculum goals for that child.
- Assessment and curriculum development are both an ongoing and an integrated process.
- Caregiving and education are inseparable components of the child's day.

The child is an active learner throughout the day.

- The curriculum provides opportunities for children to pursue their own interests and curiosities, and to make appropriate choices.
- The curriculum encompasses the entire day. "Learning" cannot be relegated to certain times of the day (such as teacher directed activities, morning).

Learning is integrated throughout the day.

- Teaching isolated skills and concepts is avoided. The curriculum stresses processes and content that incorporate skill development.
- Content selection is based on criteria that include interest (both developmental and cultural) appropriateness, and potential for enhancing life skills.
- Curriculum stresses thinking and problem solving.
- Activities include two or more developmental domains or content areas.

- Themes or units are used as a framework for organizing and integrating the content.

The learning environment promotes conceptual development in all children.

- The physical environment includes materials and equipment to meet the diverse learning needs of the children.
- Play materials encourage children to engage in manipulation and exploration, transform from real to pretend, and collaborate with others in developing play themes.
- Play materials avoid stereotypic play themes; rather, they encourage children to explore a variety of roles and themes. Materials provide a multiethnic, multicultural, non-stereotypic emphasis.
- A variety of sensory materials is available to the children, including sand, water, paint, and a variety of textures.
- There is ongoing evaluation of the physical environment for its developmental appropriateness and challenge.
- Children have substantial uninterrupted blocks of time to engage in self-selected activities.

Interactions between adults and children and among children are a central component of an early childhood curriculum.

- Adults are responsive to child-initiated communication, engage in meaningful talk, and encourage meaningful conversations.
- Learning takes place in a social context; children have many opportunities to learn and practice social and problem solving skills with their peers.

Curriculum development is an interactive process; involving children, families, teachers, administrators, and the community. Rather than being predetermined, curriculum evolves for each group of children.

- Children's ideas are solicited and valued.
- Observational strategies assess the children's progress.
- Families have meaningful opportunities to provide input regarding their children's goals.
- The curriculum reflects the diverse cultural groups and individuals in the community and society.
- The curriculum reflects and acknowledges the multiple contexts in which children and families function.
- Families and teachers regularly confer about children's developmental progress.

Continuity of goals and expectations across the early childhood years helps children have a smooth transition from one environment to another.

- While each period (0-3, 3-6, 6-8) provides a foundation for the one that follows, the curriculum focuses on developing the individual throughout life.
- Transitions from one environment to another are planned.
- Within any one period, it is assumed that there will be children of diverse developmental levels. A curriculum based on knowledge of child development will allow for maximum flexibility.

Assessment is an ongoing process of gathering information relative to children's development. That information is coupled with norms for child development in planning an appropriate curriculum.

- Assessment procedures involve utilizing multiple information sources about the child's development.
- The range of normative development is considered.
- Each child's rate and expression of development serve as a base for planning an appropriate program.
- Awareness of atypical development as well as processes for referral and service delivery are necessary.
- Results of ongoing assessment of the individual child are communicated to families on a regular basis.

GOALS FOR EARLY CHILDHOOD EDUCATION

The following long-term goals for early childhood education reflect the view that all areas of development—cognitive, language, affective (social, emotional) and physical or motor—are integrated as the child interacts with the learning environment. While each program must set its own goals, all early childhood settings should include knowledge, processes, skills, and attitudes that facilitate learning as well as provide appropriate avenues for families to contribute to the goal-setting process, because goals should reflect social and cultural diversity.

Early childhood education programs should

- Enhance and facilitate development in all domains: cognitive, language, affective, and physical
- Develop knowledge of self, others, and the physical and social world
- Develop attitudes that encourage life-long learning, such as curiosity, initiative, persistence, and self-confidence as a learner
- Develop thinking and problem-solving abilities
- Develop ability to express one's own and identify others' perspectives
- Develop ability to see adults as respectful, nurturing, supportive, responsible, and helpful resources
- Develop ability to relate body to objects and events in the environment
- Develop aesthetic appreciation

CURRICULUM DECISION-MAKING

DECISION-MAKING PROCESS

The beliefs about how children develop and learn serve as a basis for developing curriculum that addresses the needs of young children and their families. The curriculum development process is one of decision making. A series of steps are involved in the process and are depicted in Figure 1. This figure (page 14) defines the steps that will lead to planning that is appropriate for the range of individuals in the group. The following stages occur in the decision making process:

Developmental History
Gathering of entry-level information for the purpose of getting to know the child and family

Ongoing Observational Process
Gathering and recording information regarding child's interests and abilities for the purpose of assessing present levels of functioning

Comparison with Universal Sequences of Development
Comparing child's present levels of functioning with the expected (normative) levels of functioning for the purpose of assessing whether the child is within the normal, expected range of development for his or her age and whether the child is functioning at similar levels across developmental domains (cognitive, motor, affective, language)

Pinpointing Appropriate Goals and Processes
Coordinating the child's functional levels with the appropriate goals and processes for each developmental domain for the purpose of designing reasonable expectations for the near future

Content and Learning Experiences Appropriate for Developmental Functioning
Pinpointing the appropriate content and learning experiences for the level at which the child is functioning for the purposes of addressing the identified developmental needs of the child

Learning Environments
Designing the optimal learning environment for presenting and facilitating the content and experiences designated as important for addressing the defined developmental goals

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DECISION-MAKING PROCESS

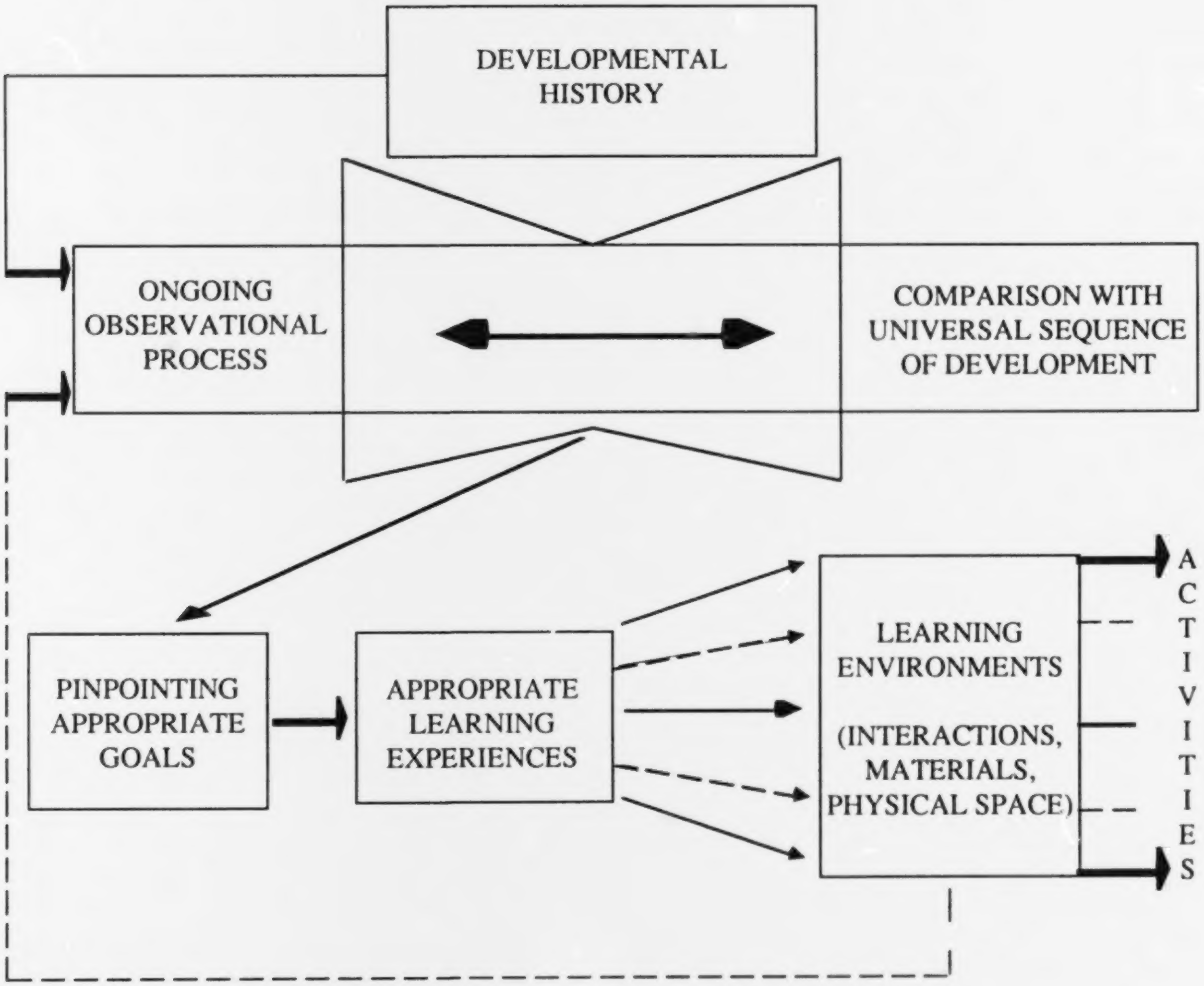
DEVELOPMENTAL HISTORY
ONGOING OBSERVATIONAL PROCESS
COMPARISON WITH UNIVERSAL SEQUENCE OF DEVELOPMENT
PINPOINTING APPROPRIATE GOALS
APPROPRIATE LEARNING EXPERIENCES
LEARNING ENVIRONMENTS
(INTERACTIONS, MATERIALS, PHYSICAL SPACE)
ACTIVITIES

Figure 1

Developmental History

Before a child enters a program, some basic information about the child and his or her family is necessary to provide care givers fundamental knowledge about the child's and family's needs, goals, and interests as they enter the care giving and educational setting. There are a number of different strategies for gathering such information: initial structured interviews, home visits, questionnaires, and unstructured interviews.

Guidelines for collecting developmental histories are to solicit the family's help as an expert on their child, to gather the information in a non-threatening and confidential manner, and to ask only those questions that are necessary to provide optimal care and education.

The method used for data gathering may vary from program to program and from family to family but may include an unstructured interview, structured interview, questionnaire, standardized instruments, or previous records. The following areas may be among those you choose to address in a developmental history interview:

- Parents' Expectations for the Program
  a. program and philosophy
  b. specific goals for the child
  c. parent education and involvement interests

- Parents' Perceptions of Child's Developmental Capabilities
  a. physical development (fine, gross motor, perceptual)
  b. language development (receptive, expressive, literacy)
  c. affective development (social, emotional, self-help)
  d. cognitive development
  e. factors that effect a child's development

- Child's Health
  a. immunization and childhood disease history, current and past medical needs
  b. food preferences and restrictions
  c. allergies
  d. permission for emergency care

  Optional: (as special needs dictate) peri- and post-natal health, special medical treatment, recent and early health history.

- Family Configuration
  a. composition of immediate family
  b. relationship with siblings and other significant people in family's regular routine.

  Optional: (only as it relates to the service needs of family) extended family configuration and proximity, primary role responsibilities of family members.

Ongoing Observational Process

In order to plan a curriculum that is appropriate for both the individual children and the group, ongoing observation occurs at both the individual and the group level. The focus of this activity is on the objective recording of behaviors rather than on the judging of those behaviors. The need for regular updating is critical so that the curriculum meets the actual needs of all children in the program.

Strategies for Observing and Recording:

Individual Level

The need to know how and at what level the child is functioning is critical in planning developmentally appropriate curriculum. To accomplish this, construct a portfolio for each child with the following contents added at regular intervals (daily or weekly), being sure to include complete dates in order to document developmental change:

Anecdotal Records

Brief statements noting significant daily activity should be recorded on a regular and frequent basis. For instance, it may be noted that a child spends an extended period of the day at the easel painting scenes of his family. It is important to keep in mind all four of the developmental domains (language, affective, cognitive, physical) in recording information that will give a comprehensive view of functioning. A minimum of one record per week will provide a general view of a child's behavior within the environment over time. Objectivity of anecdotal records is critical. This form of record-keeping can be done in a number of ways, having notecards available to jot comments on or keeping a small notebook available somewhere handy in the room for spontaneous comments. The anecdotal records are the primary source for comparing the individual child's functioning to the universal sequence of development.

Examples of Products

Samples of the child's products should be added to the portfolio as well. Items such as paintings, drawings, writing, photos, examples of questions posed and answered, or use of materials will provide information about the interests and abilities of the child for future planning. In the birth to two year old group, products such as paintings are less often available. Photos or videos of activity may be more appropriate.

Periodic Narratives of Activity

Occasionally recording the child's activity over a brief period of time can provide additional information about the language, attention span, and interests of the child. These narratives should include all that occurs over a period of fifteen minutes or so during one day.

Group Observations

Just as important is the recording of group activity over the course of time. Such things as the choices children make throughout the classroom, use of materials, types of interactions, levels of play (solitary, parallel, cooperative), and aimless wandering can be noted for future planning purposes. Periodic review of group observations guides long-range planning and provides a developmental assessment of group functioning.

Comparison with Universal Sequences of Development

Once an assessment of the child's or group's present functioning is done, these observations are compared with the sequenced goals for the particular age group and the individual child. In so doing, the observer is able to pinpoint appropriate goals in all developmental domains. The goals is to provide the best descriptive match of the child's or group's capabilities with the universal sequence of development.

Pinpointing Appropriate Goals and Processes for Child

The focus within each developmental domain for those goals within the child's or group's range of challenge will become clear. Planning that focuses on those goals that are appropriate for the children can proceed. In many cases, children within a group will be functioning at similar levels.

Content and Learning Experiences Appropriate for Developmental Functioning

Specific processes are named which address the identified goals. By noting processes which are involved in achieving that goal, specific behaviors and activity are identified. Though the processes are presented hierarchically, the planning of curriculum is not meant to be lock step.

Learning Environments

The space, time, materials and adult interactions necessary for addressing these processes are pinpointed and can be incorporated into the plan for integrated learning experiences. Themes may be one of the vehicles for developing integrated learning environments.

ENVIRONMENTAL OVERVIEW

An important aspect of planning a curriculum for young children is the careful preparation of the learning environment. The environment is more than just the physical space. It includes the **adults**, the **space arrangement**, the **time schedule**, and the **materials**. A well-planned environment is responsive to young children's initiations. It gives feedback, poses problems, encourages further exploration, and facilitates the construction of knowledge. It is sensitive to the varying needs, backgrounds, interests, and abilities of the children. The environment serves to manage behavior through organization, type, number and variety of materials, and the way in which the schedule of the day is constructed. When all components are carefully and coherently designed, the environment *is* the curriculum.

Individuals working with young children should have appropriate professional preparation in child development and early education. Persons responsible for the classroom should have a minimum of a baccalaureate degree. Classroom assistants should have training in child development and early education.

Care giver characteristics include

- warmth
- sincerity
- compassion
- empathy
- sensitivity to the child's perspective of the world
- respect for self and others
- an understanding of child development
- creativity and flexibility
- an ability to observe and objectively record observations
- an ability to listen
- an ability to reflect upon one's own actions and intentions
- an ability to communicate with others in ways that reflect all of the previous qualities

Learning space should

- encourage independence and exploration
- provide for individual space as well as room for small and large group activities
- allow for a variety of learning activities and centers
- provide varying levels of stimulation to match children's developmental needs
- encourage organizational skills through an ordered environment with storage space
- provide children access to all areas, including children with limited mobility
- give attention to both horizontal (floor, child activity area) and vertical (walls, windows, ceilings) space
- be both functional and attractive
- provide space for quiet, contemplative activity as well as more active social activity
- be safe, free of obstacles, sanitary, and provide clear view of all activities
- provide, when possible, in-class water source, adjacent toileting and handwashing

Time should

- be based on child's developmental level
- be flexible yet predictable
- be paced to group and individual needs
- be balanced between quiet and noisy activity
- provide for continuous learning
- include both individual and group activities
- include planned transition times as important parts of the day
- include activities for the child to choose as well as teacher-facilitated activities
- be divided into blocks long enough for children to become immersed in an activity

Materials should

- be safe, durable, and in good repair
- be of interest to children
- be age appropriate
- be multi-sensory (hearing, seeing, touching, smelling, tasting)
- engage children in active play
- reflect a multicultural, anti-bias curriculum
- be adaptable for individuals with special needs
- be challenging
- be open-ended and flexible (children can operate on, use materials in more than one way)
- be accessible to all
- be varied periodically
- be aesthetically pleasing
- be of sufficient quantity for use by many children

THE PLANNING PROCESS

Individual Plans

As a result of the processes outlined above, a specific plan is developed for each child in the group with input from teachers, aides, and parents. Individual plans are re-evaluated at one to two month intervals so that they are current and meaningful. It is important to include the date on each individual plan.

Group Plans

Using the individual plans, care givers can develop plans for the group that meet the needs of all children in the setting. Group plans are developed on a weekly or bi-weekly basis and define the environmental arrangements for meeting individual needs. A description of theme planning is included to illustrate this step.

Individual Plans

Child ______________________________ Date ____________

Goals	Processes

Physical:

Language:

Affective:

Cognitive:

Learning Experiences	Adult Interactions

Figure 2

SAMPLE PLANNING FORMAT

Integrated Learning Activities

Group Plan

Theme:

	Goals	Processes	Learning Experiences	Adult Interactions
Language:				
Cognitive:				
Affective:				
Physical:				

Environmental Plan (Space and Learning Materials)

Dramatic Play:

Expressive Arts:

Book & Listening Corner:

Blocks:

Table Toys/Manipulatives:

Science/Math:

Sand/Water:

Outdoor Play:

Gross Motor:

Figure 3

THEMES

Once the processes and content are identified, the teacher can develop learning experiences. The search for continuity of activity leads many to use themes. Themes can serve as an organizer for the curriculum and a way to integrate the content for children three years and older. However, when themes are stretched to fit content areas in an illogical or unreal way, the processes may not be fully developed. The following principles should guide the use of themes or units:

- Topics reflect multicultural, anti-bias content (holiday related themes reflect and respect the cultural backgrounds of the children).
- Opportunities abound for children to engage in exploratory learning and play with theme concepts; hands-on experiences are emphasized.
- Substantive learning, as opposed to surface learning, takes place. Generally, themes or units last from several weeks to a month, depending on the developmental level of the children and the topic. Children need time to explore and follow through on concepts and experiences.
- Planning for the individual and group needs of children is not compromised by focus on a theme or unit.

A study of water might involve the following activity: Children and adults collect water from various sources (puddles, ponds, streams, tap), and pour into containers for study in the classroom. Children observe and describe the similarities and differences in water samples. Teacher writes their observations on chart paper. In group time, the children take turns sharing their observations.

Themes or units may introduce children to new ideas and learning experiences. A theme, "All Kinds of Music," would expose children to music from diverse cultures and instruments for making music. A theme involving "Work in the Community" would introduce children to many different work roles of adults, beginning with work roles at home and school.

Sample Group Plan: 3-6 Years

Theme

Water

Processes

Language

Exposure to and awareness of various forms of literature; play and fascination with words and sounds of words.

Cognitive

Construct imaginative play themes; communicate observations.

Affective

Explore the environment and try new activities and tasks; engage in representational play; play group games.

Physical

Gaining locomotor control; using sensory information.

Sample Environmental Plan

(minimum of one week to allow for exploration and follow through)

Dramatic Play

Bathe baby dolls using tubs of water, bar soap, washcloths, towels.

Expressive Arts

Read *Piggy in a Puddle*, then do a literature extension by making "mud puddles" on paper—fingerpainting as teacher scribe children's "muddy" words.

Final group activity—use children's words to make mud poem.

Read and dramatize *Mushroom in the Rain* with miniature props or the children as characters.

Book Corner

Props: umbrellas and rain gear

Literature: *Rain*; *It's Going to Rain*; *Mushroom in the Rain*; *Rain, Rain Rivers*; *Will It Rain?*

Table Toys and Manipulatives

Display a variety of seashells for sorting and classifying.

Provide different sized containers for measuring and pouring water at water table.

Science and Math

Float or sink

Experiment in the water table or tubs with feathers, cork, stones, and other materials.

Have children gather own materials for experimenting.

Sample Group Plan: 3-6 Years

Theme

Water

	Goals	**Processes**
Language	Creative uses of language	Exposure to and awareness of various forms of literature Play and fascination with words and sounds of words Increase ability to use descriptive language
Cognitive	Representational thought	Construct imaginative play themes Communicate observations Express ideas and feelings
Affective	Independence and initiative	Explore the environment and try new activities and tasks Engage in representational play Play group games
Physical	Locomotor skills	Gaining locomotor control Using sensory information Discriminate differences in textures

---

Theme

Water

	Learning Experiences	**Adult Interaction**
Language	Group time experiences that incorporate turn-taking conversation, storytelling (books, puppets, flannel boards, oral), and comprehension questions to follow up Literature that challenges the child's vocabulary Learning centers in science, social sciences, and language and literacy	Provide simple to complex verbal instructions Physically come down to child's level Reproduce exact language of child in writing
Cognitive	Longer books read to children over period of time Ideas represented through models, graphs, and pictures Long-term extended projects and units	Respect children's ideas and feelings Pose questions designed to encourage thinking and justification of thinking Engage children in conversations about relevant events, thoughts, and feelings
Affective	Large and small group discussions about water and its properties Learning centers that encourage dramatic play at the sand and water table Experience in such areas as growth and change	Organize environment to encourage girls and boys to play together Model using others as sources for information and assistance Prepare children for changes
Physical	Gross motor activities that emphasize control of body in space Learning centers utilizing as many senses as possible Integrated learning experiences	Model use of descriptive vocabulary to identify sensory experiences using water Model respect for personal space Supervise independent play for purpose of safety

Block Area
Explore plumbing pipes and fittings.
Include books with plumbing illustrations and diagrams.

Sand and Water Table
Connecting to *Piggy in a Puddle* book have a group discussion about making a mud puddle, what is needed? where do we find it?
Then gather materials from children's ideas and make a mud puddle in the water table.

Gross Motor
Ride tricycles through mud, then over mural paper to make designs with tires.
Have a water balloon toss.

Outdoor Play:
After tricycle gross motor activity have a car wash with buckets, hose, soap, towels.

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INTEGRATING CHILDREN WITH SPECIAL NEEDS

Young children with special needs are integrated into typical early childhood environments with peers of a similar age range. Specialized services, such as therapies, are delivered within the context of the child's natural and meaningful environments. The goals of these services are to support, supplement, and enhance the child's functioning in relevant, interactive contexts with peers and adults.

Successful integration of young children with special needs occurs when these guidelines are followed.

- Prepare adults prior to having a child with special needs join the group. Provide adequate information and assistance by parents, specialists, or former teachers.
- Begin integrated services early, as soon as the child is identified as being at risk of, or as having a special need.
- Integrate both child and family into typical and appropriate community settings for educational and social interactions.
- Place children with special needs near typical peers. This provides only physical integration, by proximity, which is a first step to social integration.
- Prepare the environment and plan interactions with both adults and peers to assure opportunities for natural and social integration. For example, observe and model the behavior of others.
- Guide children to participate in peer activities through the concept of partial participation. This enables a child with limited use of his hands to play with peers by engaging in skills he is able to perform. For example, a kindergarten dramatic play episode might include Joey, a store clerk, who is unable to use his arms, and who keeps all of the items on his wheelchair tray and interacts through his electronic communication system. This gives him a valued social role and enables him to interact in a typical play situation as peers "purchase" his items.
- Adapt the physical environment to facilitate optimal participation in all activities throughout the room. For example, tables are selected to accommodate a child's wheelchair, aisles will allow space for the wheelchair.

Two standards provide guidelines for quality early childhood programs for young children with special needs. The first is Public Law 99-457, legislation that mandates not only early intervention services from birth, but introduces the significance of the family in intervention through the Individual Family Service Plan (IFSP). This calls for an individualized plan to address appropriate goals and services for both child and family from birth to two, and is called for in concept in preschool and primary levels.

Similarly, the 1987 NAEYC position statement of developmentally appropriate practice centers on high quality programs that respond to the needs of each child and family. The concept of developmentally appropriate practice is especially meaningful for children with special needs in two dimensions, age appropriateness and individual appropriateness.

Physical Space and Equipment Adaptations

Integrating young children with special needs into typical environments requires an openness on the part of the care giver to make modifications. These changes may require adaptations in the physical environment and a willingness to work closely with support personnel for planning and programming. It is important that the environment maximizes opportunities for positive interactions with other peers and adults throughout the day. This guide provides only a representative set of guidelines for successful integration.

The following recommendations reflect guidelines appropriate for all young children. Because of additional difficulties or special needs, it is especially critical that adults are sensitive to these suggestions.

Adaptations for Children with Significant Communication Deficits

- Observe, encourage, and respond to any forms of communication demonstrated by the child (pointing, gestures, vocalizations, eye gaze). Provide brief verbal labels or comments.

- Minimize your rate and frequency of conversation and limit questioning. Instead, provide short comments, labeling the child's actions (for example, you're painting, you're feeding the baby).

- Identify other children who may communicate and interact well with the child and facilitate opportunities for social interactions. Observe and facilitate interactions but do not be a key participant.

- Follow the child's lead by recognizing their focus on objects or actions; maintain the activities they select. Comment briefly about the actions.

- Initiate interactions that require minimal speech, and gradually introduce verbal activities in a play situation.

- Be patient and listen to the child as they attempt to communicate. Do not pretend that you understand if you do not. Warmly ask the child to try again.

- Try to use visual or contextual cues to help in understanding the child's speech. What is the child currently doing? Is there an object or activity the child is requesting? Observe the child's interests, actions and environment for cues.

- Include family members who may understand the child's communication patterns in play activities. Observe those interactions. Ask family members for assistance in interpreting the child's sounds, gestures or facial expressions.

- Ask the parents or other professionals (speech pathologist, teachers) to create a list of current words, gestures, facial expressions, or other systems used by the child to communicate. Ask that the list be written exactly as the child communicates (mo = more).

- Refer the child for a comprehensive communication evaluation by a speech pathologist trained to work with young children. Ask for concrete ideas and a play-oriented program with the speech pathologist.

- Develop a simple set of pictures through photographs of favorite people (family, classroom adults, peers), objects, foods, and activities. Use these with the child to provide a supplemental means of communication and to facilitate verbal naming of the photographs.

Adaptations for Children with Hearing Impairments

- Use your voice to gain the child's attention whenever possible. Lightly touch the child to signal the child to look and listen.

- Help the child learn to anticipate an auditory environment through use of pauses, cues, or quiet time before the next activity begins; prepare the child to listen.

- Use auditory signals in conjunction with all other possible cues, such as facial expressions, gestures, or pictures when appropriate.

- Sit closely, down at the child's physical level when speaking to the child. Attempt to speak at ear level.

- Speak using a normal conversational tone of voice, facing the child as you talk. Allow the child to see your expressions.

- Orient the child physically (through touch) and verbally to a relevant activity or conversation.

- Allow the child adequate time to process auditory and other environmental input.

- Model clear articulation and good language structure, using simple and clear phrases in sentences. Expand the child's language utterances.

- Do not use gestures in excess; only supplement words when necessary.

- Provide amplification systems for classrooms (FM units for child, adults and peers or hearing aids) to maximize verbal and auditory cues.

- Decrease extraneous noise whenever possible to maximize relevant sounds.

Adaptations for Children with Visual Impairments

- Place objects at child's level and guide child to examine tangibly.

- Provide adequate lighting for child.

- Keep child's personal items (a coat) in an organized storage unit easily accessible to the child.

- For safety reasons, avoid keeping large pieces of equipment or furniture in transition or walk-through areas.

- Control extraneous noise during transition periods to enable children to hear and follow verbal directions.

- Provide additional tactile, auditory, and olfactory cues to materials as needed (puzzles may have "smelly stickers" added to pieces and their matching spaces so both sighted and visually limited children can use the same materials).

- Define work space, classroom areas and personal space with cues as needed. Use brightly colored tape, "work trays," carpet squares, concrete objects, among other things.

Adaptations for Children with Motoric Difficulties of Multiple Handicaps

- Keep toys and materials in open shelves easily reached by children unable to stand and/or in wheelchairs.

- Provide adaptive seating to assure that children will be at equal height with other children.
- Use nonslip materials (dycem) to help secure materials for children who have difficulty.
- Arrange rooms to allow space for adaptive equipment, both in seated positions (wheelchairs, chairs, standing tables) and for mobility (wheelchairs, walkers).
- Enable children to use floor space or classroom tables so as not to isolate children by using wheelchair trays.
- Arrange increased communication levels to ensure ready accessibility for interactions with peers and adults.
- Whenever possible, demonstrate special techniques or use of equipment to peers to maximize opportunities for interactions.
- Use grips, velcro pieces and suction cups with build up handles to facilitate grasp of materials (for example, place suction cups on individual puzzles without knobs).

Adaptations for Children with Perceptual Motor Problems

- Give adequate time for completion of task.
- Give directions both orally and visually.
- Provide feedback frequently.
- Use materials that allow for manipulation of concrete objects (blocks, rods) instead of only paper or picture abstracts.
- Do not penalize for poor artistic or written skills—respond to ideas and concepts.
- Allow the child to use tape recorders when possible.
- Allow the child to speak while reading and writing.
- Include tracing in activities.
- Help child have a friend to go over directions or repeat visual information.
- Avoid frequent use of activities that require exact fine motor skills for success (for example, workbooks).
- Use auditory clues for reading comprehension.
- Help the child work without distractions.
- Use large crayons or pencils if helpful.

BIRTH TO THREE YEARS

INTRODUCTION

The following section of the guide focuses on the developmental needs of children from birth to three years of age. The information in this section and subsequent sections is divided into developmental domains in order to focus on the universal processes that are expected to occur at particular chronological ages. It is necessary to view the processes with two very important points in mind: (1) child development is holistic in nature; processes are inextricably intertwined and overlapping; (2) learning and development occur in an integrated manner, through experiences and interaction with the physical and social environment. A program that focuses on isolated skills within domains is not developmentally appropriate.

This section is organized into five age groups—birth to 8 months, 8-13 months, 13-18 months, 18-24 months, and 24-36 months. These groupings reflect and support the substages of sensorimotor development as identified by Piaget. Behaviors usually observed during each age period are grouped in broadly defined developmental domains—affective-communicative, cognitive-language, and physical-sensorimotor. However, the reader is urged to view the child from a holistic, integrated perspective.

The guide for this age level is for use in a variety of infant and toddler settings. These settings may include vocational-technical programs with infant and toddler laboratory settings, infant and toddler child care programs within a public school program, family day care settings, and home based programs. In all cases, the expectation is that families are part of the care giving process as identified in the decision-making guidelines. Families and care givers interact as a team in supporting the learning experiences of infants and toddlers.

Section Contents

- Environmental Overview
- Sample Schedules and Room Diagrams
- Transitions: Birth to Three Years
- Developmental Charts and Vignettes

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ENVIRONMENTAL OVERVIEW

There are some aspects of environmental planning that are applicable to all ages within the span of birth to three years. Other aspects are specific to one age group.

This guide presents the general principles for environmental planning in the following statements. Guidelines specific to a particular age are found on the decision making charts that follow.

Environmental planning includes attention to four major aspects of the program

- organization of space
- organization of time
- learning materials
- adult interactions

ORGANIZATION OF SPACE

- Personal care space for eating, diapering, and sleeping is maintained in a clean, safe, comfortable way
- Play spaces are free of safety hazards and are clean
- Sensory environment has a variety of textures, levels of space, colors, sounds, complex and contrasting visual designs, natural light, interesting smells
- Space allows for ease in object manipulation
- Space has area for whole body movement
- Self-care spaces have easy access
- Open-access shelves hold manipulative materials
- Flooring is cushioned, easily cleaned
- Space is available for children to watch other people
- Open rug area is available with manipulatives, blocks
- Space is available for individual belongings, private time, hiding
- Consistency in location of toys, objects, room arrangement

- Space allows for a sense of enclosure
- Space allows for an orderly and rich sensory environment
- Space is ample indoors and out for gross motor play
- Quiet area is available with rocking chair
- Quiet area allows for books and solitary play
- Space is available for varied play activities and opportunities for interactions: side by side, one on one, small group, large group
- Sleeping space allows for cribs

ORGANIZATION OF TIME

- Clear and reasonable routines are matched to childrens' needs (outdoor walks)
- Time throughout the day provides for a variety of movement (prone, crawling, creeping, standing, reaching, climbing)
- Time allows for adequate quiet and restful activities
- Time provides for individualized feeding and sleeping times
- Time allows for play throughout the day

LEARNING MATERIALS

- Materials include safe and washable toys and furniture
- Allows for duplicates and triplicates of favorite toys to promote side by side play
- Toys to include:
    - Mobiles
    - Music, sound (rattles, bells)
    - Soft huggables
    - Objects to roll, shake, bend
    - Stacking and nesting items
    - Dump and fill toys
    - Action response toys (inclined planes, ramps, balls, banging and shaking items)
    - Auditory toys (wind-up sounds, pull sounds, tapes, songs, records)
    - Texture toys (variety of textured items)
    - Mirrors (safety material that will not shatter)
    - Busy boxes

- Materials that involve interactive play (wheel toys, dump and fill items, sturdy simple picture books)
- Display photographs of familiar adults, family (hung at child level)
- Toys and materials that are easy to grasp and hold
- Self-feeding materials (spoons, cups)
- Balls
- Objects which support the infant's attempts to reach up, pull up, and stand alone
- Objects to carry
- Insure all products meet Consumer Products Safety Requirements

ADULT INTERACTIONS

Consistency of routine and care giver requires

- Consistency in setting limits
- Understanding and calm redirection of child's inappropriate or unsafe behavior
- Maintaining written records on an ongoing basis

In communicating with infants, and toddlers, care givers and parents should

- Participate in taking turns with infant
- Use child's name often, talk to child often
- Interact at child's level of physical action
- Verbalize actions and activities of child and those of adults caring for child
- Initiate simple and repetitive songs and rhymes
- Label accomplishments and feelings often
- Maintain eye-contact and close proximity to child
- Provide steady and reasonable pacing of routine
- Provide frequent opportunities for physical contact

Care givers responding to child-expressed needs should:

- Model use of materials, positive play behaviors, and language skill and use
- Listen carefully to child's requests
- Respond to child's needs for food, rest, comfort
- Provide reasonable choices

ADDITIONS FOR TODDLER ENVIRONMENT

Organization of Space and Time

- Room organized for children to play side by side
- Space organized for manipulative play, dramatic play, expressive arts, and a quiet area for looking at books, and resting
- Space allows for sensory materials (sand and water)

Learning Materials

- large balls, slightly deflated (beach balls) for easy catching
- low steps
- wagons, push and pull toys
- bean bags for tossing and large-mouth containers for targeting
- zipper boards
- blocks, unit, hollow, and cardboard
- ramps for cars and trucks
- sand and water table
- easy-to-grip eating utensils, lidded cups, small pitchers
- simple doll house with people and furniture

SAMPLE SCHEDULES AND ROOM DIAGRAMS

Overall considerations

- Each child has an individual schedule for the day based on his or her needs; formal time schedules for diapering, feeding, and napping for the group are not developmentally appropriate
- Each child is assigned a primary care giver for the day

General time blocks

- Arrival

  Greet parent and infant and share information
  Hold and talk with infant, establish eye contact
  Initiate gentle interaction between infant and care giver

- Sleeping

  Record infants' sleeping time
  Sleeping time will change almost bimonthly as infant grows and will affect eating and playing time blocks

- Eating

  Maintain pleasant, relaxed interaction
  (May eat as often as every 2-4 hours for very young infant)
  Record time of feeding and amount of milk, formula, food consumed
  Feed according to home schedule

- Toileting

  Remain watchful of elimination
  Record diapering times

- Play and exploration

  Provide stimulating multisensory experiences between infant and care giver
  Place infants where they may easily see one another
  Change infant positions, location within the room, and introduce new play materials frequently
  Times may be short (5 minutes) for some specific activities
  Talk with child while playing and performing routines

- Departure

  Review infant's recorded day, share relevant information with parents
  Greet parents and verbally respond to parent and infant as they leave

Sample Toddler Full Day Schedule

7:30 - 9:00	Arrival Activity: greeting children and parents, guiding children into self-directed play
9:00 - 9:20	Snack Activity: family-style eating, small group interaction
9:20 - 10:50	Self-directed play Activity: planned activities and self-directed play, toileting as needed
10:50 - 11:00	Cleanup and songs Activity: choice with responsibility, and transition
11:00 - 11:25	Outdoor play Activity: gross motor recreation
11:25 - 11:35	Group time Activity: story time and preparation for lunch
11:35 - 12:00	Lunch Activity: small group, family-style meal
12:05 - 12:30	Nap preparation Activity: diaper change and toileting, brushing teeth, quiet time with books
12:15 - 2:30	Nap time
1:30 - 3:00	Quiet play Activity: children waking independently and moving self-directed play
3:00 - 3:20	Snack Activity: family-style eating, small group interaction
3:20 - 4:30	Self-directed play Activity: child-selected play and individual pacing
4:30 - 5:00	Outdoor play Activity: Gross motor recreation
4:30 - 5:30	Departure Activity: greeting and communicating with parents

Note: Diaper checks occur as needed throughout the day.

Infant Floor Plan

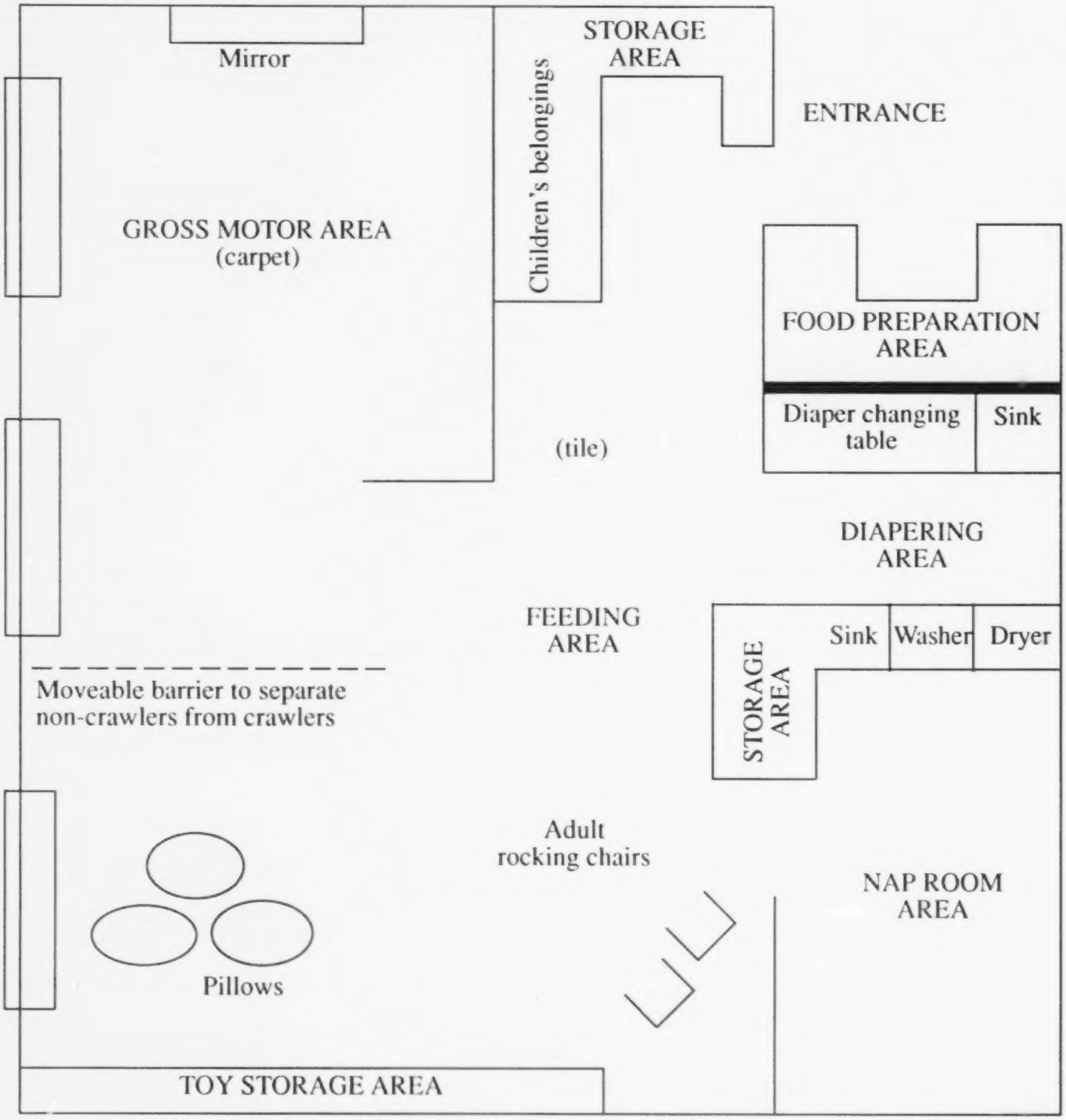
Mirror
STORAGE AREA
Children's belongings
ENTRANCE
GROSS MOTOR AREA (carpet)
FOOD PREPARATION AREA
Diaper changing table
Sink
(tile)
DIAPERING AREA
FEEDING AREA
Sink
Washer
Dryer
STORAGE AREA
Moveable barrier to separate non-crawlers from crawlers
Adult rocking chairs
NAP ROOM AREA
Pillows
TOY STORAGE AREA

Figure 4

Toddler-Two Floor Plan

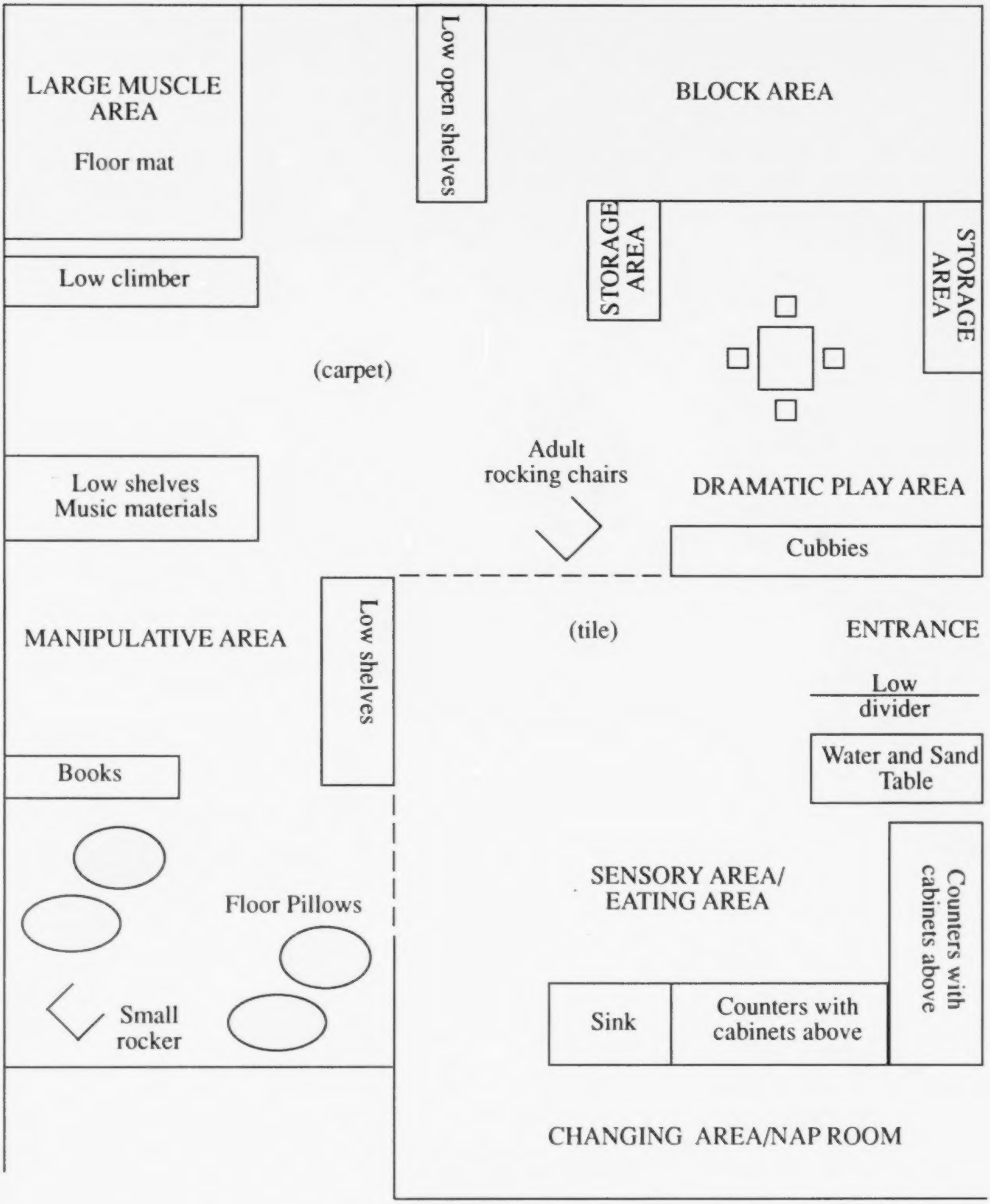
LARGE MUSCLE AREA
Floor mat
Low open shelves
BLOCK AREA
Low climber
STORAGE AREA
STORAGE AREA
(carpet)
Adult rocking chairs
Low shelves Music materials
DRAMATIC PLAY AREA
Cubbies
MANIPULATIVE AREA
Low shelves
(tile)
ENTRANCE
Low divider
Books
Water and Sand Table
SENSORY AREA/ EATING AREA
Floor Pillows
Counters with cabinets above
Small rocker
Sink
Counters with cabinets above
CHANGING AREA/NAP ROOM

Figure 5

TRANSITIONS: BIRTH TO THREE YEARS

Transitions for young children occur at two levels: movement from one activity to another within a familiar environment, and movement from a familiar environment to a new and different environment. Both require careful planning and cooperation among adults to assure smooth and positive transition experiences for the children.

Movement from one activity to another within a familiar environment

Adults prepare the environment with care to assure smooth transitions for infants and toddlers throughout the day. Adults cheerfully and warmly greet the infant and parent upon arrival and assist in the transition process by holding the infant and gradually engaging him in an interaction. Toddlers are also greeted with warmth and enthusiasm and are guided to initial routines (hanging up coats) and to ongoing interactions within the group. Adults do not hurry infants and toddlers into groups or interactions, but without undue hesitation, cheerfully redirect them from parent to the classroom environment. The care giver must also be sensitive to parents' feelings during the transition.

Time schedules for diapering and toileting, feeding, and other care skills are flexible and reflect the needs of each infant and toddler. Similarly, transitions from quiet one-on-one interactions to active group situations, indoor activities to outdoor walks, or large motor activities to quiet rest are introduced gradually and with respect for infant and toddler interests, level of fatigue, and other individual or special needs. Adults guide infants and toddlers with consistent signals, cues, or verbal directions and gradually foster increasing independence and self-direction for toddlers.

Adults should maintain consistent cues for transition times, such as the use of a cleanup song to support the toddler's understanding of the sequence of daily activities.

Movements from a familiar environment to a new and different environment

Adults help infants and toddlers in transitions as they enter their first infant care environment, new child groupings (infant to toddler), or as they prepare to enter the next physical environment (toddler classroom to preschool classroom) or additional setting (parent-infant program in morning to day care center in afternoon).

Adults prepare an infant or toddler for transition by

- having the child visit the new group or program to observe differences in routines, expectations, and materials several weeks prior to entering the setting
- modifying routines and expectations in current environments to introduce infant and toddlers to changes gradually over time
- introducing materials found in the next environment during familiar routines and playful interactions

- introducing infant and toddlers to faces and names of new care givers and children by meeting adults and children, talking about persons by name, and displaying photographs of adults and children

Adults insure communication between staff at different programs or buildings by

- visiting settings to observe and become familiar with programs
- communicating about specific family and child needs
- cooperating in sharing relevant information or providing resources for families and teachers

Adults provide continuity in program content, environments, and adult strategies through

- informing families (through conferences, visits to current and future environments and resources) of expectations for subsequent programs and environments
- families and staff working cooperatively to prepare children for transitions to new environments

MODIFICATIONS FOR TRANSITIONAL ENVIRONMENTS

Organization of Space and Time

- Space allows children to engage in meaningful self care activities (washing, eating, toileting).
- Space is organized into areas: blocks, dress-up and house play, manipulative, listening, sensory materials, and art.
- Space provides for solitary, parallel, and small group play; large group activities.

Learning Materials

- Dramatic play materials are available (dress-up clothes, hats, things to carry) .
- Manipulative materials (beads for stringing-larger than 1 1/2 inches).
- Simple lotto games provide children an opportunity to match simple pictures that look exactly the same.
- Materials for sorting, comparing, measuring are abundant.

Use of the Developmental Charts

The material covered in the following charts acknowledges the balance of process and content in exemplary curriculum development. The items are presented in a hierarchical manner and emphasize the relationship among process, content, learning experiences, and adult interactions. The material is used as an illustration of the developmental sequence but is not intended to be exhaustive.

DEVELOPMENTAL CHARTS AND VIGNETTES

BIRTH-8 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive communication	Turn to adult voice Respond positively to familiar adults' words and gestures Spontaneously coo when feeling pleasure Babble when talked to Begin to pay attention to adult words Repeat movement to continue activity
Understanding relationships between self and objects	Reach for object Actively manipulate objects Repeat actions by choice (does not yet plan to do an action) Attempt to make interesting things happen Turn, push object when it comes into contact with own body Hold on to object when pulled away by adult Demonstrate anticipation of familiar event (bottle being warmed or eating)
Object permanence and representational thought	Watch closely object and/or person Follow slowly moving object with eyes Search briefly for object that has disappeared Look for partially hidden object
Behavioral regulation	Cry when upset Use different sounds and movements to get others to soothe
Purposeful problem solving	Vocalize to obtain adult's attention Repeat a movement several times to make an object move
Beginning operations	Explore objects by using different actions: touching, mouthing, hitting, shaking

ADULT INTERACTION

Make eye contact with baby
Respond to infant's movements and verbal sounds with talking and singing
Imitate gestures and sounds
Use infant's name often
Avoid sudden or loud sounds in infant area
Provide safe, interesting objects for baby to reach for, grasp, touch, and mouth
Demonstrate use of simple toys
Insure baby is positioned near interesting objects and activities
Provide toys that give sight or sound variation
Provide toys that respond to baby's actions (for example: push-pop up, shade-sound)
Provide toys for biting, mouthing, gumming
Play peek-a-boo games
Partially hide toy; play "where is it?"
Provide toys that can be acted on by infant again and again (rattles)
Provide objects with various sensory characteristics:
  colorful rattles, balls with bells, sound as it rolls, musical teddy bear
Provide objects from home, such as photos on a mobile

Vignette

Interactions at the changing table

A care giver playfully talks with five month old Sara, as she changes her diaper. She talks about what Sara is doing and, at times, taps the plexiglass mirror mounted directly over the table and tells Sara, "see the baby." When Sara looks over at the mirror and kicks her legs, the care giver touches Sara's feet, describing in words their up and down movement. As Sara glances up at the two mobiles placed over the changing table, the teacher moves them gently, enabling Sara to see more action. As she picks Sara up, she smiles and hugs her, holding Sara the way she prefers to be held.

BIRTH-8 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	Suck thumb, finger Play with hands, feet Vocalize pleasures, demonstrate distress Repeat enjoyable activities between self and object Smile at mirror image, not yet aware it is self image
Self-other awareness	Prefer to look at human face Know primary caretaker by sight Demonstrate social smile Play peek-a-boo Show preference for familiar adult Hold out arms to be held
Expression of feelings and emotions	May usually be comforted by familiar adult when distressed Show distress at loss of contact with familiar adult Coo or babble as response to pleasant experiences Laugh out loud
Dependence or independence	Reach for familiar people Demand personal attention from primary care giver
Play behaviors	Reach for toys or objects Actively touch, mouth, and shake toys Repeat actions with familiar toys Vary actions depending on toy Repeat interesting sounds (playing with sounds)

Vignette

Peek-a-boo in the tunnel

Sounds from the busy floor play area can be heard as one eight-month-old explores the crawl through tunnel. A care giver is on the floor playing peek-a-boo games with him from the other side of the tunnel. The infant pokes his head into and out of the tunnel, energetically playing this game over and over. He looks at the care giver and then ducks his head into the tunnel. The teacher pokes her head into the other side of the tunnel and says, "There's David. I see you." They take turns doing this again and again. The care giver encourages the infant to crawl through the tunnel. As the infant expresses reluctance to move into the tunnel, the care giver respects the infant's response and does not persist. Rather, as they continue enjoying their peek-a-boo game.

ADULT INTERACTION

Provide space and toys for self-object play
Place mirrors near infant (changing table, play area)
Use infant's name frequently
Maintain eye contact whenever possible
Place large photographs of adult and infant faces for viewing by infant next to changing table
Talk often to infant
Play turn-taking games with infant (adult makes faces, baby giggles, adult repeats action)
Hold, rock, carry infant at frequent intervals
Place infant near other infants during play
Use routines for social contact (talking to infant while changing diaper)
Observe and respond to likes and dislikes
Listen well for infant's pleasure sounds or signs of distress
Consistently support reasonable pace and routine to reinforce safe, secure, trusting feeling
Avoid loud sounds and too rapid movements (unless safety is an issue)
Encourage infant's attempts to practice things over and over again
Respond to infant's desire to be with or near others
Respond to infant's need to be comforted
Encourage play with action or response toys (rattle, mobiles)
Provide space for safe, sanitary floor play
Provide a variety of colorful play objects
Position infant to allow infant to engage in numerous play activities
Imitate infant's sounds
Provide toys or objects for reaching (suspended slightly above or in front of infant)

BIRTH-8 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR	
Body control	Turn head side to side Support head independently Pull to sit up with support Sit supported in high chair Sit without support on floor
Self and objects (Eye-hand)	Follow moving object with eyes Swipe at object Reach for objects Transfer objects from hand to hand
FINE MOTOR	
Self and objects (Eye-hand)	Use primitive squeeze Grasp object using palmar grasp Use scissors grasp Bang two objects together Drop objects, not voluntarily Pick up small objects Hold one cube and take another Strike or bang toy repeatedly Repeat these behaviors again and again
SELF HELP	Hold bottle Pick up spoon Lift cup with handle May begin to finger feed self

ADULT INTERACTION

Place materials in play area to provide small and large muscle activity (dump-and-fill toys)
Provide many opportunities for baby to move, whether in crib with crib toys, in infant seat, in open and free rug area, or sitting on care giver's lap facing other babies with freedom for arms and legs to move
Watch baby's use of own body for cues that baby is ready to sit with or without support
Do a safety and cleanliness check of all infant areas daily.
Check for small objects, broken toys, unclean areas missed during daily washing
Place action-response toys within easy reach of the child
Common action-response toys:
  rattles of all kinds
  easy rolling toys
  toys that make sounds
  bright colored toys that roll
  toys with bells (professionally and safely secured within toy)
Avoid propping bottles and feeding baby in crib
Provide toys or materials that are easy to hold and manipulate
Serve foods easily eaten by fingers

Vignette

Meeting infants' individual needs

Two babies sit supported by pillows, next to each other on the rug. Low, open shelves line one side of the rug. Three plastic tubs are on the rug near the babies. One infant bangs on the dump-and-fill tub with plastic blocks as he responds to the music being played softly in the background. The care giver in the floor area places rhythm bells within easy reach in case the infant wants to also shake the bells as he responds to the music. As one infant has difficulty reaching and grasping for objects, the care giver places a set of bells in her hand, enabling her to participate as well.

8-13 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive communication	Begin demonstrating imitative ("so big") behaviors Look toward an object when it is named Comprehends simple directions ("wave bye-bye") Produce one word Respond to a few words in appropriate situations Show understanding of words in familiar situations "nite-nite"
Understanding relationships between self and objects	Show awareness of self Purposefully use single object with demonstration Show beginning awareness of cause and effect
Object permanence	Locate objects in space Actively search for completely hidden objects after observing them being hidden (looks for a ball after it rolls under a chair) Move body around barrier to retrieve objects infant has seen hidden
Behavioral regulation	Protest as object is removed Stop action when adult vocalizes "No" Express refusal to comply through sound gestures Reach to adult and make eye contact when pleasurable activity stops Point to desired objects or people
Purposeful problem solving	Combine and relate coordination of two actions (filling and dumping objects from a container) Begin to combine previously known activities for new results
Beginning operations	Explore objects by using increasingly complex actions: twisting, turning, upside down turning

ADULT INTERACTION

Talk about behaviors and interactions throughout the day
Comment on infant's glance or gaze on object ("you see the kitty")
Use infant's name often—identify the presence of others by name also
Initiate and respond to play actions
Imitate infant's actions
Demonstrate simple fingerplay
Use a variety of congruent facial expressions
Provide blocks for building or knocking over
Provide pull toys and push toys
Demonstrate uses for objects when child would be unable to solve this
Play peek-a-boo, searching games
Encourage infant's curiosity
Provide toys that show parts and whole
Provide toys that provide opportunities for stacking, dumping or filling
Provide toys that provide opportunities for peek-a-boo (pop-up toys)
Provide calm, consistent redirection
Respond to infant's attempts to communicate
Stop activity while child is enjoying it to encourage child to have it continued
Demonstrate ways to obtain objects; (open container) if child appears frustrated
Increase complexity of play objects
Place equipment to allow infant to move in many different directions

Vignette

Mirror play

The parent and infant are sitting in front of the mirror in the rug area. The infant is on the parent's lap, both facing into the mirror. There is a box next to the parent. She is watching and talking to the infant as the infant responds to the reflection in the mirror. Soon the baby becomes tired. The parent takes a hat out of the box and places it on the infant's head. "Who do you see? Is that Latisha?" The parent then copies what Latisha is doing and talks with her about her actions. The parent then sees that Latisha is tiring of this game, so she tries something else. She claps her own hands and says "Can Latisha clap her hands?" They take turns clapping hands, both laughing as they play.

8-13 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	Smile, attempt to play with image in mirror Know own name Feed self with fingers Drink from cup held by adult Hold spoon Use body to obtain object wanted or desired Cooperate with dressing by extending arm or leg
Self-other awareness	Show anxiety over separations from parent or care giver Act shy with strangers Be soothed by familiar people Like to be within sight of others Demonstrate interest in other infants
Expression of feelings and emotions	Begin to use movements to signal displeasure or distress May verbalize displeasure ("No") Show pleasure in accomplishment Show like or dislike for certain people, objects, places Display anger toward other people and objects
Dependence or independence	Begin to resist adult control Rarely show recognition of limits Occasionally challenge or test adult reactions during feeding, bedtime, diapering Display clear intention in obtaining toy or object
Play behaviors	Play imitative games with others Extend toy to others but will *not* release it Begin to use two objects together in play (cup to feed doll) Find humor in incongruities (shoes on the head)

ADULT INTERACTION

Place mirrors near infant
Provide frequent opportunities for physical contact
Place favorite objects slightly beyond reach
Talk with infant
Comfort and re-direct infant to preferred activity upon separation from parent or
primary care giver
Respond quickly to infant's distress
Provide objects to be played with by two persons
Accept that infant may demonstrate shyness and desire for independence at the same time
Respect desire for familiar objects, routines, people
Accept anger and frustration
Recognize infant's beginning attempts to do things for themselves and respond
with understanding
Re-direct calmly and repeatedly as necessary
Support the infant's attempt to explore the environment by encouraging and acknowledging
efforts
Play imitative games
Demonstrate use of objects
Provide objects that can be combined in play
Demonstrate incongruities followed by correct action (calling a nose an ear)
Play humorous games

Vignette

Turn-taking game with simple toy

Care giver and baby are on the floor, sitting close to one another. A ball and small blanket are nearby. The care giver rolls the ball to the infant. As the baby smiles, the care giver covers the ball with the blanket and says, "Where's the ball?" As they baby pulls the blanket off the ball, he laughs and they both play the peek-a-boo game over and over again.

8-13 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR	
Body control	Change from stomach to sitting and sitting to stomach
	Balance well when sitting
	Rotate upper body while lower body remains stationary
	Increase variety of sitting positions
	Pivot on stomach
Self and objects	Reach and grasp in single continuous movement
	Push and pull objects
	Push objects away
Self in space	Crawl backwards
	Move from sitting into other positions
	Creep on hands and feet
	Pull self to standing position
	Stand holding onto furniture
	Stand with one hand held
	Sit down from standing without holding on
	Cruise around furniture, supporting self by holding onto sides of furniture
	May walk with both hands held
	May stand alone, taking steps
Self and objects in space	Push car along
	Play ball
	Throw ball while standing or sitting

ADULT INTERACTION

Provide time and encouragement for infants to practice gross and fine motor activities
Anticipate and plan safe play conditions to prevent potential injury as infant actively explores environment

Vignette

Discovering Gravity

One-year-old Lisa loves balls and will roll or creep almost anywhere to get to them so that she can toss them around. Lisa has Down syndrome. Her teacher has placed a large bowl of balls on a table that is next to the high end of a soft ramp to encourage her to challenge her gross motor skills. The ramp is bordered by the back of a set of shelves, and the end of a couch. There is a wall at the high end of the ramp. Ben slowly walks up the ramp and begins to pull the balls out of the bowl which then roll down the ramp toward Lisa. He discovers that every ball he takes out and lays down on the ramp makes its way down to Lisa who squeals with delight. When Ben tires of the game and leaves, Lisa has no other choice than to make her way up the ramp to continue the game. Although she is unsure about the extra effort the incline requires, she is highly motivated by the fun she just had with Ben and continues her climb until she reaches the balls. At the top of the ramp, she tosses every ball until the bowl is empty, and then she rolls down to retrieve them.

PHYSICAL-MOTOR DOMAIN CONTINUED

GOAL	PROCESS
FINE MOTOR	Rake or scoop small objects (grasp with whole hand from flat surface)
	Pick up objects with several fingers and thumb
	Object held in palm by fingers and opposing thumb
	Precisely pick up small object
	Hold objects between pads of thumb and closed fist (inferior pincer)
	Hold objects between pads of thumb and pad of index with thumb (opposed pincer)
	Poke objects with index finger
	Hold crayon in fist with thumb up
	Release object into large container with wrist straight
SELF HELP	Finger feed self for part of meal
	Take off hat, shoes
	Cooperate in dressing
	Turn pages of book, many at a time
	Bring spoon to mouth and turn spoon over in mouth
	Hold and drink from cup with some spilling
	Hold cup handles
	Attempt to remove obstacles in efforts to find lost toy

ADULT INTERACTION

Provide a variety of toys and materials designed to facilitate motor development
Check environment for small objects that could be harmful if swallowed
Provide utensils that are most easily used by infants in self care routines

13-18 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive communication	Imitate simple sounds on request Use many sound repetitions, sound patterns not previously heard Point and vocalize to indicate wants Name objects Use sounds or words to make needs known (ba-ba for bottle)
Understanding relationship between self and objects	Show understanding and initiate use of objects for appropriate purpose (sponge for wiping) Begin to identify familiar sounds with source (person's voice, train sounds, animal sounds)
Object permanence and representational thought	Persist in searching for desired toy when toy is hidden under objects Begin to use object as a substitute for another
Behavior regulation	Use sounds or words to attempt to control behavior Reach and point to obtain desired objects
Purposeful problem solving	Begin to experiment and discover new ways to obtain desired goal (use ramp to assist movement of car) Use adult as tool (take adult hand or push adult to obtain out-of-reach objects)
Beginning operations	Understand beginning concepts related to quantity (more, all gone)

ADULT INTERACTION

Verbalize often what infant is doing
Verbalize often what care giver is doing
Take part in turn taking
Provide various activities that encourage searching (hide-and-seek games)
Use words to foster understanding of relationships between objects
Give children many opportunities to pursue their interests
Give children many opportunities to make their own choices and decisions
Give child verbal encouragement

Vignette

Versatile Box

The teacher had converted an outdoor wooden sandbox into a cozy book corner by covering the surfaces with carpet pieces. The six inch high sides are fun for the sixteen month olds to climb over in order to get to their favorite stuffed animals and vinyl books. They enjoy "hiding" in the box. Sometimes the teachers remove the animals and books, line the box with a thick plastic tarp and pour beans into the box. They also put in various kinds of containers for pouring and filling. The children especially like tall containers to fill using plastic measuring cups, shovels, and spoons.

13-18 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	Use mirror to locate people or objects in space With mirror, see image and touch body parts Point to self Call attention to self Repeat own name Put on and take off hat Take off some clothes Point to two body parts
Self-other awareness	Actively greet familiar adults Exhibit anxious behavior around unfamiliar adult Show greater interest in peers Still like to be within constant sight of familiar adult Continue to display stranger-anxiety Often have difficulty separating from parent Pull at another person to point out an object or action
Expression of feelings and emotions	Identify favorite toys and comforters May have difficulty relaxing, settling down Express pleasure and frustration with ease Continue to show pleasure in accomplishment Indicate discomfort over soiled diapers Begin to show sense of humor Hug, show affection with parent or primary care giver
Dependence or independence	Fail to recognize limits of environment Display distractible behavior Enjoy being center of attention in familiar group Display independent behavior, assertiveness Resist adult control Want to make own choices
Play behavior	Watch peers with interest for extended period of time Imitate play activities of others Begin to demonstrate some turn taking with adult Begin pretend play (substituting one object for another) Play side by side with peers

ADULT INTERACTION

Refer to body parts, name, and physical actions in conversation
Support parents in dealing with separation anxiety
Respond patiently to separation anxiety
Support need for comforters when demonstrated by infant
Demonstrate reasonable and appropriate emotional response to situations
Respond to infant's fears with calm, patient interaction
Recognize that adult's or care giver's emotional reactions will impact the infant's
Positively reinforce child as self-help skills emerge
Encourage independence (taking own socks off, turning own pages)
Avoid making infant wait for long periods
Redirect unacceptable behaviors patiently
Plan activities that infants may engage in side by side
Actively play with the infant
Initiate simple and repetitive songs and rhymes
Encourage pretend play by participating in fantasy

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13-18 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR	
Self and objects in space	Walk without support—fall easily
	Start and stop in walking
Bodily control	Throw ball standing or sitting
	Climb up stairs with help
	Stoop and recover
	Go from sitting to standing without help
	Demonstrate balance reactions in standing
	Walk backwards
	Crawl down steps backwards
	Obtain out-of-reach objects with other objects; use basket to carry things
	Demonstrate forward fling of ball
	Kick ball
	Attempt to catch ball
	Jump off floor with both feet
	Sit in small chair
FINE MOTOR	
Self and objects	Point with index finger
	Scribble spontaneously
	Hold crayon in fist with thumb up
	Control release of object into small container
	Remove small object from bottle
	Place one round peg in peg board
	Stack tower of three one-inch wood cubes
	Place objects in box and shapes in form board
	Turn pages of a book—two to three pages at a time
SELF HELP	
Self and objects	Pick up one or two toys when demonstrated by adult
	Remove hat, socks, shoes
	Put on hat
	Climb into chair and turn to sit
	Imitate washing, sweeping
	Hold cup and drink with some spilling
	Bring familiar objects when identified by adult
	Carry familiar objects
	Throw objects
	Make purposeful attempt to attain toy
	Pull a toy attached to a string

ADULT INTERACTION

Provide support for walking and climbing steps
Provide low climbing equipment, hazard-free floor space, inclined plane to practice walking up and down
Provide objects to support infants (steady furniture) as they walk
Provide developmentally appropriate objects for grasping, releasing

Vignette

Cause and effect game

The infant and care giver sit together on the rug next to the nesting and building blocks. A plastic tub of blocks is on the floor near them. The care giver holds a wide cardboard tube from a roll of holiday wrapping paper. It is eighteen inches long, and as the care giver drops a block through the tube (that she holds at an angle) the block falls out onto the floor near the infant. The infant laughs, looks up at the care giver, points that she wants the action repeated. The care giver then takes her turn and picks up another block, places it in the tube and releases it. "Where is the block, Maria?" The infant picks up the block and hands it back. The care giver then gives a block to Maria saying "Can you put it into the hole?" The care giver waits, making sure to give the infant enough time to respond. The baby releases the block into the tube. When Maria sees the block fall out, she laughs, and reaches for another block.

18-24 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive communication	Use nouns, verbs, adverbs, adjectives Name two or more objects Imitate most simple new words and some complex phrases Reproduce many previously heard sounds from memory Use words to give information (name objects and actions) Refer to self by name Carry out two part directions in sequence
Understanding the relationship between self and objects	Match objects to pictures Explore new textures with body
Object permanence and representational thought	Produce previously observed actions from memory Remember where objects belong Indicate awareness of absence of objects or person Begin to use objects in nonstandard ways
Behavioral regulation	Exercise right to say no to request Make needs and wants known through words or gestures Direct adults to perform actions
Purposeful problem solving	Continue trial and error learning Invent new ways to solve simple problems
Beginning operations	Explores different sizes and weights of objects Recognizes differences between loud and quiet sounds Matches familiar sounds with source

ADULT INTERACTION

Talk and interact on child's physical level
Extend child's language ("Michele play" to "Michele wants to play with the trike")
Name objects and actions
Plan activities that introduce child to a variety of sounds and rhythms
Read simple books to child and ask child to point to objects as adult names them.
Introduce child to many different sensory materials and encourage touching, tasting, etc.
Provide books and photographs of familiar things, people (child's family), pictures of peers
Encourage children to assist with putting toys where they belong at cleanup
Call attention to children who may be absent
Provide a variety of toys for beginning symbolic play (dolls, simple dress-up clothes, hats, things to carry, blocks, cars, trucks)
Encourage turn taking
Provide a balance of active and quiet play
Avoid waiting time for toddlers
Patiently redirect toddler
Respect strong toddler desire for familiar routine
Actively and frequently use open-ended questions in meaningful situations to help toddlers recall "Where is the doll's bed?"
Verbalize actions of adult and toddler
Introduce objects, experiences
Encourage child to observe, discover similarities and differences

Vignette

Sand-box hide and seek

Two toddlers are playing side by side at the sand table. They are using the funnels, plastic scoops, and tubs of various sizes. They are busy filling some tubs to overflowing and making piles of sand. The toddlers seem to enjoy choosing the tool they want and creating play activities for themselves with the sand. One toddler reaches down and pulls up a plastic car that has been buried. She shows it to the care giver who is also playing at the table. The toddler then starts pushing the car into the sand again, covering it entirely. The care giver asks "Where did you hide the car?" The toddler smiles and replies, "Car sand" The care giver says, "You hid the car in the sand." The toddler once again pulls out the car, laughing heartily. The care giver says, "The car was in the sand! Do you want me to hide it this time?" The toddler looks and pauses for a time. The care giver waits, wanting to give her time to respond. She then smiles and gives the car to the care giver, beginning yet a new game of hide and seek.

18-24 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	State own first name Identify self by name or "me" in mirror image Distinguish self from same gender toddler in pictures and may label self by gender Name and point to "six to eight" body parts
Self-other awareness	Begin to stay with other adult without protest when parent leaves Show interest in playing next to others Take turns if shown how Indicate some needs verbally to adults Briefly participate in activities such as music and movement Listen to story read by adult Enjoy imitating behavior, verbalizations of others
Expression of feelings and emotions	Demonstrate a range of emotions Frequently display tantrums Show affection (hugs, kisses) Be easily frustrated during conflict situations Laugh at physical actions that appear funny Show frustration with waiting Demonstrate comfort and contentment with routines, resist change
Dependence or independence	Initiate many self-care routines (washing face) Feed self, use spoon with few spills Unzip zipper Drink from cup without assistance Sometimes imitate routine tasks, cleanup Express food likes and dislikes Stay with familiar adult without protest when parent or primary care giver leaves Use "NO" more frequently
Play behaviors	Increase pretend play activity Play along side other children Pay more attention to peers (talking on toy telephone) Combine sound-play with action-play such as pretending to eat and sleep Practice motor play activities including climbing, running, carrying

ADULT INTERACTION

Use toddler's name often
Use mirrors, photographs to reinforce toddler's self image
Talk to toddler often
Play imitative games with toddler
Reinforce "Mommy will come back" if toddler protests separation from parent and then begin playing with child.
Provide reasonable choices
Redirect the toddler's activity calmly
Maintain reasonable pacing of activities (neither hurried nor too much waiting)
State expectations clearly, simply, and positively ("The sand stays in the sandbox.")
Laugh with toddler
Maintain day's routine
Provide balance of active and quiet activities
Praise toddler for doing tasks independently ("You did that all by yourself.")
Provide utensils that are easy for toddler to use
Store toys on easily accessible shelves
Encourage self help skills, such as brushing teeth, simple dressing
Identify the presence of other peers by name
Be an active player with the toddler
Describe actions of toddler; state observed feelings ("You are happy.")
Provide a variety of appropriate toys
Encourage turn taking
Encourage both quiet and active play
Model pretend play sequences

18-24 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR	
Self and objects in space	Sit in small chair Walk alone, seldom fall Run stiffly Walk forward, backward, sideways Jump with both feet Kick object (ball) without falling Push and pull object with ease while walking Walk up stairs, holding rail without support from adult Play catch Jump from bottom step Climb into and down from adult chair Throw ball overhead
FINE MOTOR	
Self and objects	Separate snap toys or beads Begin to string large beads Demonstrate scribbling with marker or crayon Place pegs in peg boards Build tower of "five to six" blocks Place three forms in form board (circle, square, triangle)
SELF HELP	
Self and objects in space	Move about environment without constant adult supervision, child is always in adult's visual range
Self and objects	Hand adult empty dish when finished eating Use spoon with little spilling Use toilet when assisted by adults Replace some objects where they belong Unwrap objects Attempt to put on shoes Begin to eat with a fork

ADULT INTERACTION

Maintain safe and clean area, clear of obstacles for gross motor practice and exploration (running, jumping, climbing)
Actively play with child, demonstrating gross and fine motor activities and movements
Provide equipment, activities, and time for toddler to safely walk up and down, climb, balance
Provide time for activities that encourage

- pouring
- measuring
- drawing
- marking
- sorting
- shaping
- throwing
- beginning catching
- climbing
- walking
- running
- dressing or undressing

Vignette

Parachute Peek-a-Boo

A group of five eighteen-month-olds and their care givers are holding onto the edges of a small parachute. They raise it up and down to music, playing peek-a-boo with Amy who is sitting underneath. Every once in a while, one of her classmates joins her as the chute collapses around them. The care givers sing, "Where is Amy, Where is Jack..." When it is Amy's turn to hold the chute, an adult helps her stand because she has cerebral palsy. Pretty soon all the children are falling on top of the chute and hiding parts of themselves in its folds, giggling excitedly and playing peek-a-boo.

24-36 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive communications	Demonstrate conversational turn taking Begin stating needs in complete sentences Expand vocabulary greatly (approximately 200 words) Ask questions using "what, where, when" Use adjectives and adverbs
Understanding the relationship between self and objects	Think about the characteristics of objects and describe them Match identical simple pictures with known objects Substitute one object for another in play Recognize missing objects
Object permanence and representational thought	Tell a simple story about a familiar event Imitate behaviors of another in the absence of a model
Behavior regulation	Follow two-part verbal directions Use words to identify wants and needs to adults and begin to do so with other children Increase use of language to control others' behavior ("Give me my truck.") Respond more frequently to adult guidance Predict what will happen next in a series of routines (get up, take bath) Help dress and undress self
Purposeful problem solving	Use more verbal requests for help Use previous knowledge to solve new problems Experiment with sensory materials
Beginning operations	Sort objects by color or shape Put rings in order by size Pick out objects that go together because of common use

ADULT INTERACTION

Engage in meaningful conversation with child
Use open-ended questions
Answer child's many questions
Provide a variety of play activities and opportunities for peer interactions
Extend child's language through expansion of child-initiated conversation
Model appropriate language skill and use
Provide environment with many interesting play objects
Ask child to tell about a favorite toy
Encourage child to tell about an event that just happened or is about to happen
Provide environment with many opportunities to engage in pretend play, take on roles of others
Provide real objects for pretend play
Respond to child's needs, desires, ideas
Actively listen to children
Encourage child to care for self (dress, undress, wash hands, begin toileting)
Model for child how to state needs and wants to another child; give child words for such
Praise and encourage attempts to care for self
Provide clear routines and consistent expectations
Provide sensory materials for exploration and experimentation
Encourage child to try new things; give child new ideas or toys to extend play episode
Provide toys that involve active manipulation (stringing, building, shaping, stacking)
Provide materials for sorting, comparing, simple measuring, naming

Vignette

Bubbles

A sheet is spread out on the floor to catch the drippings and burst bubbles from today's activity. The teacher holds the bottles and the wands while the two-year-olds blow and burst the bubbles. Sometimes the teacher takes a turn and blows a very big bubble drawing everyone's attention to its size. When many bubbles are produced, the teacher emphasizes the quantity. When only a few are produced, the teacher leads an exaggerated count while they are being broken. The teacher catches some bubbles with the wand and encourages Tommy to blow them off again. This will help him build up enough breath control to someday blow the bubbles through the wand himself.

24-36 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	State own name easily Identify self in photograph with other children (boys or girls) Understand words "mine" and "yours" Express feelings and emotions Recognize own skills and abilities with greater ease Defend ownership of personal items Define appropriate things as "mine"
Self-other awareness	Take turns with other peers at times Help others Become more interested in and interactive with other children Participate in group singing and movement Spend less time than toddler seeking attention of adults in the room
Expression of feelings and emotions	Recognize feelings of others Enjoy expressive arts activities, easy art activities Respond to please adult more frequently Demonstrate feelings to other children
Dependence or independence	Demonstrate independence more easily Care for self: talk of toilet needs, wash own hands, help to put away, dress with assistance
Play behavior	Initiate own play activities Participate in play activities side by side with another child Play simple group games (ring-around-a-rosey) Enjoy imaginative role playing Play independently for longer periods of time

Vignette

Dress-Up Clothes

There are several child-safe mirrors all around, a tall one, a three-sided low one, some hand mirrors, and one that is permanently affixed to the wall. Parents and teachers have brought in their old vests with big buttons, cut down lingerie and other items with interesting textures, shoes, hats, and belts for the two-year-olds to get into. Large sizes are so much easier to get into at age two. Teachers are making up songs about getting dressed up and about my red shirt.

ADULT INTERACTION

Use child's name often
Give child words to define possessions ("That's my toy.")
Collect photos of children playing
Talk with child about what is happening in photos, and name persons in photos
Praise child for learning something new ("You climbed up all by yourself.")
Play games with child demonstrating turn taking
Encourage play with other children
Talk and sing often
Respond to feelings expressed by child
Demonstrate own feelings in a reasonable way
Verbally identify feelings ("You are sad.")
Provide opportunities for child to help adult with classroom activities
Listen well to child
Maintain consistent routine, expectations
Adapt environment to child's needs (small toilet seats, appropriate eating utensils)
Play often and in a relaxed manner with the child
Play pretend games
Provide individual and small and large group play opportunities
Demonstrate taking turns in an activity
Provide toys for building and constructing (blocks)
Provide sensory materials such as sand table, water table, feeling and texture box, and a variety of healthy foods for tasting party

Vignette

Play Dough Game

A two-and-a-half-year-old is busy playing in the housekeeping area. He fills a bag to brimming with the books that are displayed on the shelf next to the play area. He reaches for a plastic hat that is near the table and puts it on. He tries to put on the jacket, that seems easy to wear. He then notices the play dough and pots and pans on the stove. He places some play dough into the pan and covers it with the lid. Another child reaches for a pan asking, "Where's the play dough stuff?" The child in the hat and vest lifts the lid enthusiastically saying, "See!" The second child hides a new piece of play dough in another pan, turns and says, "Find it." They then see the care giver playing on the rug and walk with their pans of play dough to show her what they have made. Looking up, the teacher says, "Peter and Will, you have both been so busy cooking up good things. Let's go back to the play dough table so you can show me what you have made."

24-36 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR	Jump from second step with both feet together Walk up steps, both feet on step, not holding on Walk down steps, both feet on step, not holding on Stand on one foot Kick ball forward Throw ball in standing position without falling Catch ball from straight arm position, catch ball against chest Run, whole feet contact; stop and start Ride a three wheel vehicle, propelling with pedals
FINE MOTOR	Attempt to cut with small scissors Play with play dough, clay, molding materials Imitate circular, vertical, horizontal strokes Turn pages of book singly Build tower of eight to ten blocks Hold crayon with thumb and forefinger Put pieces in a three piece form board correctly
SELF HELP	Wash and dry hands Pour water from small pitcher with very little spilling Take off clothes, need help with buttons Help carry and put things away Dress with assistance

ADULT INTERACTION

Select safe and appropriate gross and fine motor equipment and materials
Actively play and participate in wide range of gross and fine motor activities and games
Provide space and materials for climbing, catching, throwing
Verbalize toddlers' gross and fine motor activities
Continue to encourage self help skills
Provide a balance of indoor and outdoor gross motor play

Vignette

Toddler Group Time

A care giver places the small mats on the rug area as another care giver starts a tape and sings along as she places rhythm bells on each mat. The group has just cleaned up the toys together using their clean up song, and they are familiar enough with the comfortable routine to begin heading for the mats. They are soon sitting comfortably on a mat of their choice and shaking their bells. Some toddlers do not sing at all, yet they enjoy watching others move and sing. A few children stand and turn around in the middle of the singing area. As one child has impaired hearing, a care giver strikes a small drum with a mallot and places the toddler's hand on the surface, enabling her to feel the vibrations. Even though the toddler cannot hear the music, she still loves to shake the bell, watch the other toddlers, and participate in moving as the other toddlers move. After a few songs, the care giver notices that the toddlers are beginning to move about and look elsewhere as if they are ready to do something else. The care giver remembers one of the group's favorite action and rhythm songs, tries it and notices that the toddlers respond. After this song, the care givers demonstrate cleanup of bells and mats and they all move on to new activities.

THREE TO SIX YEARS

INTRODUCTION

The following section focuses on children in the three- to six-year old age range. Here again, the information is structured by developmental domains and the universal sequence of processes within each domain. As a result, this presents an overview of the developmental progression children experience through the prekindergarten and kindergarten years.

It is necessary to view the sequences with two very important points in mind: (1) child development is holistic in nature; processes are inextricably intertwined and overlapping; (2) learning and development occurs in an holistic manner, through experiences and interaction with the physical and social environment.

Therefore curriculum planning at this level is a process that considers the whole child in an integrated learning environment. Planning that focuses on isolated skills is developmentally inappropriate. Rather, play is the primary vehicle for learning during these years.

The settings in which this section of the guide may be used vary in terms of type and population. Such settings may include public and private school prekindergarten programs, day care programs, integrated early intervention programs, vocational-technical child care programs with prekindergarten laboratory settings, Head Start programs, public and private school kindergarten programs. In all cases, the expectation is that families are an integral part of the curriculum planning process.

The kindergarten age range has been deliberately included in this section. Like two- year-olds, who are in a transitional period, the five-year-old is also in developmental transition. With respect to curriculum planning for kindergarten, this guide is intended to assist the teacher in ensuring that graded courses of study are interpreted in a developmentally appropriate way.

Section Contents

- Environmental Overview
- Sample Schedules and Room Diagrams
- Transitions: Three to Six Years
- Developmental Charts and Vignettes

ENVIRONMENTAL OVERVIEW

In the introductory section of the guide, a number of issues were examined concerning the overall establishment and maintenance of early childhood environments. The child's interaction with the early childhood environment *is* the curriculum. Because this is so, much thought and care is critical in planning and managing the environment. The environment should be developmentally responsive to the needs of both the group and the individuals within the group. That is, the materials, the physical arrangement of the classroom and outdoor space, and the schedule should reflect the particular needs of the children in terms of age appropriateness and individual appropriateness. In addition, the curriculum should address the children's need for increasing complexity of experiences and involvement in integrated learning. The classroom arrangement evolves over time from a primarily interactive learning environment arranged by defined spaces (dramatic play, blocks, art) to a more curriculum-area defined arrangement for the kindergarten level (math, science, fine and gross motor). See Figure 6.

Beginning Preschoolers ________________________________ Kindergartners

CURRICULUM AREA CENTERS	CURRICULUM AREA CENTERS	CURRICULUM AREA CENTERS
INTERACTIVE LEARNING CENTERS	INTERACTIVE LEARNING CENTERS	INTERACTIVE LEARNING CENTERS

Figure 6

Integrated learning is the strategy of choice at the preschool level. As a means for organizing classroom space and curriculum, this strategy avoids the pitfalls of theme planning by removing the temptation of allowing the theme to dictate content. Instead, integrated learning is based upon the following concepts:

- content areas are naturally inter-related;
- there is a range of choices that have been generated by the teacher and children and serve as contexts for what is learned;
- the schedule for the day is not bound by time slots, but flows naturally from one activity to another;
- learning at one point is applied to other points and adds to the child's knowledge base;
- learning is a process; and excessive focus upon content tends to disregard the process.

The integrated learning approach is reflected in the environment by a classroom arrangement that encourages carry-over of activity from one space to another. For instance, the task of bread-making may be viewed as an activity that takes place throughout the morning and throughout the classroom. The measurement and mixing of ingredients incorporates science and math concepts as well as fine motor control. The kneading of the dough involves gross motor behavior. In other parts of the classroom, dramatic play regarding baking may occur, literature focusing on baking and cooking may be available, and manipulation of dough-like substances might emphasize the overall task. Thus, the planning of the environment and the activity do not have to occur in discrete units, but can flow naturally.

The equipment and materials in the environment also contribute to curriculum. Equipment that is manageable, that is the right size, complexity, and is of interest to the children is more likely to meet their needs than equipment that is unsafe, inaccessible, and unappealing.

(Connecticut State Board of Education, 1988).

ORGANIZATION OF SPACE

- Arrange materials and equipment in the early childhood classroom in a way that invite the child into the setting, engage him or her in activity, and sustain the child's interest.
- Allow sufficient classroom space (fifty sq. ft. desirable) for a variety of centers (blocks, housekeeping, art, science and math, woodworking, reading, writing, listening, manipulatives).
- Allow clear, unobstructed pathways to lead from the entry to all parts of the classroom . At the same time, do not allow runways or large open spaces that invite running or other unsafe behavior.
- Keep dividers high enough to separate areas but low enough to give the teacher an unobstructed view.
- Place dividers and floor coverings in a way that helps define space for specific activity.
- Group quiet activities together as much as possible (expressive art, language-literature, science).
- Group noisy activities together such as dramatic play, blocks, and gross motor.
- Arrange furniture to promote both peer and adult conversation.
- Allow space for expansion from one related area to another (block play and dramatic play often overlap).
- Avoid creating small entrances to particular areas as children may get a sense of being trapped.
- Provide carpeted areas for such activities as group gatherings, unit block play, and quiet book time.

- Make available open, labelled storage shelves in order to encourage independent choice, responsibility, and classification skills to the children.

- Provide unisex bathrooms, sinks, and drinking fountains within the classroom space, preferably with child-size fixtures. Also allow easy accessibility to tissues, soap, sponges, and paper towels.

- Provide outdoor play area for cooperative dramatic play and gross motor activity, utilizing a variety of safe equipment.

Specific requirements for content areas include: expressive art area that is near a water source and preferably natural light; soft surfaces under gross motor equipment; block area that is out of normal pathways and has a smooth flat surface; language-literature area that is near natural light, has soft places to sit, and allows for privacy; music and science areas that have electrical sources; writing center with table space for work.

Children count on the sameness and familiarity of the space arrangement that remains constant. Consequently, it is important to maintain some consistency in the environment. On the other hand, changes in the environment can be an effective means of managing or redirecting behavior. This passive form of control can be labeled the "invisible teacher." It is accomplished by environmental manipulation. The physical environment (furniture, rugs, equipment) cues and motivates the behavior of the children. For instance, running in the classroom is impossible if runways are non-existent. A table moved into a well-worn path forces children to walk, a much safer form of locomotion indoors. Likewise, materials that require cooperative effort will encourage joint participation among the children. Available smocks will motivate independent behavior. Limiting the number of children in a small play area will usually eliminate or reduce the potential for aggressive behavior. The number of seats at a table will limit the number of participants in an activity. Likewise, removing chairs from the area will encourage more upper body movement in something like fingerpainting. In all of these cases, the key is to assess how the space is being used and then determine how it may be modified in order to guide behavior.

Space arrangement can also influence the types and complexity of interactions. If there are tables and chairs in small groupings, then children are likely to interact in their small groups. If furniture and space force adults to get down to child level, then there is likely to be more adult-child interaction. If spaces permit more than one child at a time, then more peer interaction will occur.

ORGANIZATION OF TIME

- Allow for stable, yet flexible daily schedule to permit children to complete projects.
- Schedules will differ depending on the type of program. A part-day nursery program lasts approximately 2-3 hours and rarely includes many basic needs tasks (nap, meals, tooth brushing). A full-day child care program may range 8-10 hours in length and involve a whole host of basic needs tasks. Depending upon the differences in program, the schedule may need to include time for these tasks as well as transitions to and from the tasks. Sample schedules will follow.
- A balance of activity in the day's schedule: quiet active play; self-selected or teacher-selected play; individual, small group or large group activity; activity in all developmental domains; fine or gross motor activity; indoors and outdoors activity.
- An important part of the program that leads to logical flow from one activity to the next is the transition or bridge (singing appropriate songs after getting coats on and heading toward playground or saying, "all the children with velcro shoes may now leave discussion time for the snack table.").
- The expectations for self-control in a large group match the developmental level and capabilities of the children. For instance, three-year-olds should not be expected to sit in a large group for more than ten minutes.

LEARNING MATERIALS

- Materials are interactive, engaging the child in activity.
- Materials are age appropriate, a combination of open-ended, multi-use materials and realistic props.
- Materials are safe, non-toxic, and large enough not to be swallowed.
- Large equipment such as tables, shelves, and dividers, should be solidly made and neutral in color.
- Floor coverings should be easy to clean, durable, and comfortable in areas where floor activity is encouraged (blocks, language).
- Real items are supplied whenever possible. For instance, real tools are far safer than toy tools. The smaller, lighter weight models are easy for young children to use.
- Materials are non-sexist, non-stereotyped (books that depict males and females in non-stereotypical ways).
- Materials match the developmental capabilities of the children and are complex enough to challenge yet not frustrate the child.

- The following list is representative of the types of materials and equipment which enhance development and learning at this age.

    - Art materials
        - easels
        - paint
        - variety of types of paper
        - crayons
        - chalk
        - child scissors (left and right handed)
        - magic markers
    - clay and play dough
    - plexiglass panels
- Writing implements (pencils, markers); computer and printer
- Pictures and photographs that depict a range of human feelings and show people within the context of daily living; real/nonreal; animals and their homes, etc.
- Books
    - wordless picture books
    - picture books with minimal text for younger children; increasingly complex text for older children including chapter books to be read to kindergarten children
    - books that extend children's knowledge and encourage positive attitudes relative to anti-bias topics
    - science reference books with colorful illustrations
- Climbing equipment
    - Balance beam (6" wide)
    - Steps for climbing
    - Balls and beanbags
    - Manipulative materials (legos, table blocks)
    - Templates for tracing
- Miscellaneous
    - Animals and cages (guinea pig, hamster)
    - Anti-bias materials (posters, pictures that depict diversity in race, ethnicity, gender, abilities and occupations)
    - Aquarium
    - Balance scale
    - Discrete counters, cubes, connecting links, linking cubes
    - Dress-ups that encourage nonstereotypic, increasingly complex play themes (clothes, shoes, hats, bags, etc.)
    - Dolls (varying in race, gender; "newborn" dolls)
    - Flannel board and flannel board characters
    - Food preparation equipment, simple recipes for children to prepare
    - Full length unbreakable mirror
    - Hollow blocks for dramatic and constructive play
    - House corner equipment (small table, chairs, sink, stove, refrigerator, doll and child size bed, on storage shelves)
    - Household props (bottles, cooking utensils, empty food containers)
    - Listening center with tape recorder, phonograph, headphones, audiotapes, records
    - Live plants
    - Magnifying glasses, prisms, magnets

Meaningful word labels on objects in the kindergarten classroom.
Measuring tools (measuring cups, spoons, rulers, yarn)
Puzzles including those that involve sequencing actions and objects
Pattern and attribute blocks
Puppets that provide a range of human characters varying in age, race, ethnicity, gender, ability; animal puppets
Prop boxes for thematic play (beach, grocery, restaurant, medical)
Unit blocks (minimum of half-kindergarten set) and shelves for sorting by shape & size
Sand and water
Woodworking table, real tools, wood scraps, nails, screws, goggles for eye protection

ADULT INTERACTIONS

- Interact with children in a warm nurturing manner
- Respond sensitively to individual cues from children
- Enhance and protect children's self-concept
- Maximize children's involvement with the physical environment
- Facilitate social interaction skills
- Individualize curriculum to meet varying needs and abilities of children
- Respect and foster appreciation for diversity among children and families
- Provide an environment that encourages exploration, experimentation, and problem-solving
- Accept and involves all families
- Self-evaluate and modify own teaching behaviors

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SAMPLE SCHEDULES AND ROOM DIAGRAMS

Part-Day Nursery Sample Schedule

8:45 - 9:00	Arrival Activity: greet and welcome children and parents individually into the classroom
9:00 - 9:10	Large group welcome Activity: greet the children as a group and introduce the morning activities
9:10 - 10:30	Self-directed play Activity: offer children opportunities to engage in self-selected activities arranged in the classroom (for example: expressive art, language, dramatic play, sand and water, music, science)
10:30 - 10:55	Cleanup and snack Activity: encourage the notion of choice with responsibility; assist with cleaning up, and then wash hands
11:00 - 11:25	Outdoor play Activity: exercise gross motor skills and experience a different environment
11:30 - 11:45	Large group Activity: put closure on the morning; recap the day's activities; listen to and discuss a story
11:45	Departure Activity: greet and exchange information with parents

Full-Day Prekindergarten Sample Schedule

7:00 - 9:00	Arrival Activity: greet and welcome children into the classroom
9:00 - 9:10	Large group welcome Activity: greet the children as a group and introduce the morning activities
9:10 - 10:30	Self-directed play Activity: offer children opportunities to engage in self-selected activities arranged in the classroom (for example: expressive art, language, dramatic play, sand and water, music, science); open snack time.
10:30 - 10:40	Cleanup Activity: encourage the notion of choice with responsibility; assist with cleaning up, and then wash hands
10:45 - 10:55	Group Activity: focus children's attention on teacher-selected activity, provide a language experience, a music or movement experience, or a discussion experience to alter pace
11:00 - 11:40	Outdoor play Activity: exercise gross motor skills and experience a different environment
11:45 - 12:00	Large group Activity: listen and discuss a story then move gradually into lunch
12:00 - 12:30	Lunch Activity: small group, family-style meal
12:30 - 3:00	Toothbrushing and nap Activity: brush teeth for good oral hygiene, rest
3:00 - 3:20	Snack Activity: nourish and socialize
3:20 - 3:50	Outdoor play Activity: exercise gross motor skills and experience a change in environment
3:50 - 4:10	Group story Activity: interact with group and introduce afternoon activities; story reading
4:10 - 5:30	Self-directed play Activity: choose and follow through on a task from among all content areas
5:30 and earlier	Departure Activity: greet and exchange information with parents

*Half Day Kindergarten Sample Schedule**

8:30 - 9:00	Arrival Activity: greet and welcome children; introduce center choices
9:00 - 10:00	Integrated center choices Activity: offer children integrated center activities and projects including literacy, math, science, expressive arts, manipulatives, sand and water and dramatic play
10:00 - 10:15	Cleanup Activity: encourage the notion of choice with responsibility; everyone assists with cleaning up
10:15 - 10:35	Whole group Activity: recap center discoveries; engage in creative movement and music experiences
10:35 - 11:00	Outdoor play Activity: exercise gross motor skills and experiences in a different environment
11:00 - 11:15	Snack Activity: nourish and socialize
11:15 - 11:45	Language or Literature Projects Activity: listen and discuss a story; do a literature extension (writing, dramatization, language experience story)
11:45 - 12:00	Departure Activity: discuss plans for next day

*This is a suggested kindergarten schedule. In contrast with Minimum Standards which states a half-day as two and one-half hours, this schedule portrays a three and one-half hour day. The blocks of time may be adapted for the two and one-half hour schedule. The adaptation may also apply to the full day schedule which is presented as a six hour day. Minimum Standards states a full day as five hours.

Full-Day Prekindergarten Sample Schedule

7:00 - 9:00	Arrival Activity: greet and welcome children into the classroom
9:00 - 9:10	Large group welcome Activity: greet the children as a group and introduce the morning activities
9:10 - 10:30	Self-directed play Activity: offer children opportunities to engage in self-selected activities arranged in the classroom (for example: expressive art, language, dramatic play, sand and water, music, science); open snack time.
10:30 - 10:40	Cleanup Activity: encourage the notion of choice with responsibility; assist with cleaning up, and then wash hands
10:45 - 10:55	Group Activity: focus children's attention on teacher-selected activity, provide a language experience, a music or movement experience, or a discussion experience to alter pace
11:00 - 11:40	Outdoor play Activity: exercise gross motor skills and experience a different environment
11:45 - 12:00	Large group Activity: listen and discuss a story then move gradually into lunch
12:00 - 12:30	Lunch Activity: small group, family-style meal
12:30 - 3:00	Toothbrushing and nap Activity: brush teeth for good oral hygiene, rest
3:00 - 3:20	Snack Activity: nourish and socialize
3:20 - 3:50	Outdoor play Activity: exercise gross motor skills and experience a change in environment
3:50 - 4:10	Group story Activity: interact with group and introduce afternoon activities; story reading
4:10 - 5:30	Self-directed play Activity: choose and follow through on a task from among all content areas
5:30 and earlier	Departure Activity: greet and exchange information with parents

*Half Day Kindergarten Sample Schedule**

8:30 - 9:00 Arrival
Activity: greet and welcome children; introduce center choices

9:00 - 10:00 Integrated center choices
Activity: offer children integrated center activities and projects including literacy, math, science, expressive arts, manipulatives, sand and water and dramatic play

10:00 - 10:15 Cleanup
Activity: encourage the notion of choice with responsibility; everyone assists with cleaning up

10:15 - 10:35 Whole group
Activity: recap center discoveries; engage in creative movement and music experiences

10:35 - 11:00 Outdoor play
Activity: exercise gross motor skills and experiences in a different environment

11:00 - 11:15 Snack
Activity: nourish and socialize

11:15 - 11:45 Language or Literature Projects
Activity: listen and discuss a story; do a literature extension (writing, dramatization, language experience story)

11:45 - 12:00 Departure
Activity: discuss plans for next day

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*This is a suggested kindergarten schedule. In contrast with Minimum Standards which states a half-day as two and one-half hours, this schedule portrays a three and one-half hour day. The blocks of time may be adapted for the two and one-half hour schedule. The adaptation may also apply to the full day schedule which is presented as a six hour day. Minimum Standards states a full day as five hours.

*Full Day Kindergarten Sample Schedule**

9:00 - 9:20	Arrival Activity: greet the children and introduce morning center choices
9:20 - 10:45	Integrated center choices Activity: offer children opportunities to engage in a variety of activities and projects including literacy, math, science, expressive arts, manipulatives, dramatic play
10:45 - 11:00	Cleanup Activity: encourage the notion of choice with responsibility ; everyone assists with cleaning up and then washes hands
11:00 - 11:30	Journal writing (may be a shorter time period earlier in the year) Activity: focus children on the function of print
11:30 - 12:00	Outdoor play Activity: exercise gross motor skills and experience a change in environment
12:00 - 12:45	Lunch Activity: small group, family-style meal, cleanup, and toothbrushing
12:45 - 1:00	Whole group Activity: social interaction of group with sharing of news and views
1:00 - 1:30	Literature Activity: listen and discuss a story, then do a literature extension
1:30 - 2:15	Creative movement, art, music Activity: offer children opportunities to engage in the expressive arts
2:15 - 2:40	Outdoor play Activity: exercise gross motor skills and experience a change in environment
2:40 - 3:00	Departure Activity: discuss plans for next day

Room Arrangement Diagrams

The two diagrams are samples of how one might organize classroom space for children in prekindergarten (Figure 7) and kindergarten (Figure 8) settings. The illustrations demonstrate how space can encourage play that addresses all developmental domains by stimulating independent choices, independent functioning, integrated learning, and adult interaction. The kindergarten diagram allows for the expected transition from an interactive learning-center approach to curriculum-area approach. Variations on the diagrams are dictated by the available facility.

Prekindergarten Floor Plan

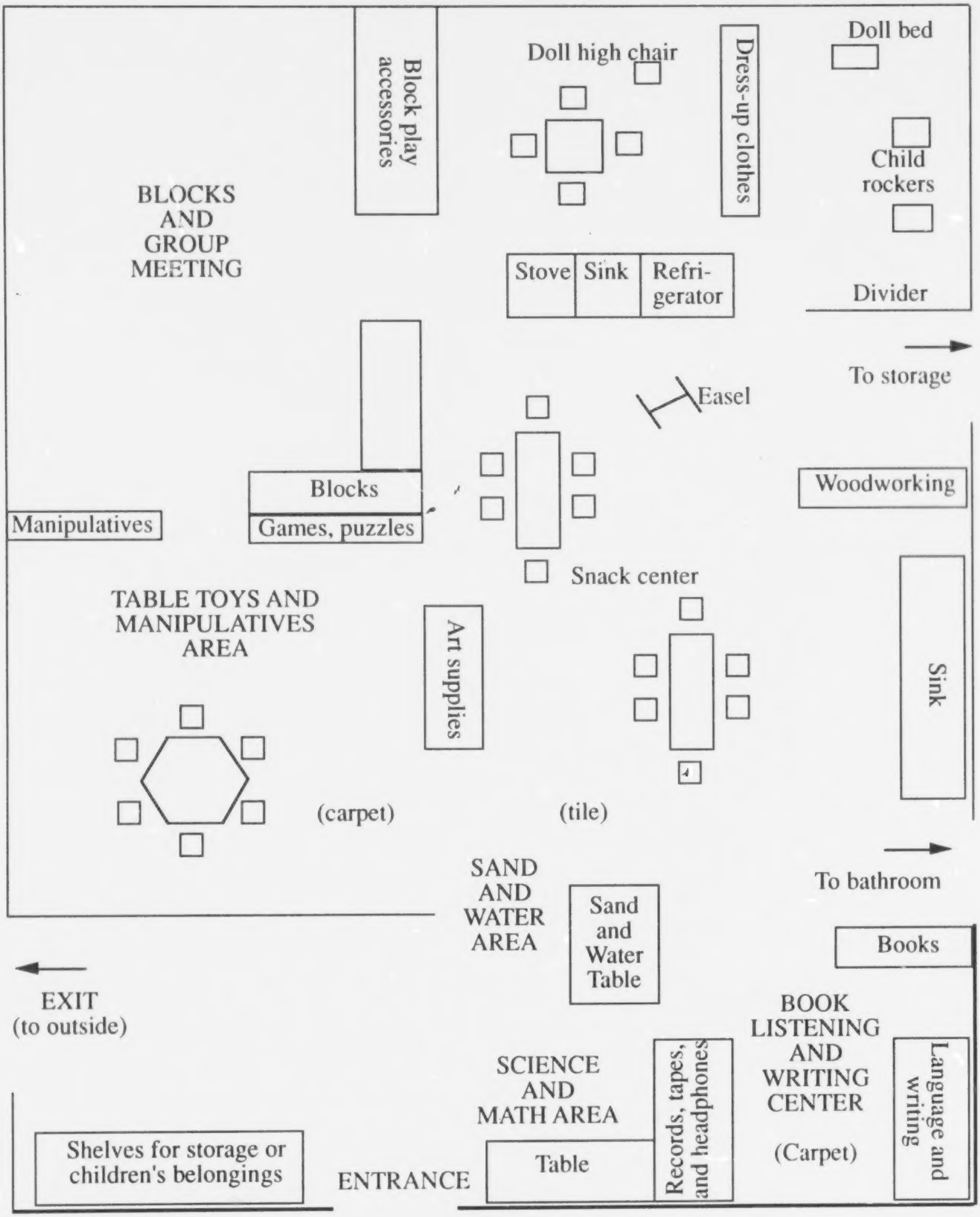
Block play accessories
Doll high chair
Dress-up clothes
Doll bed
Child rockers
BLOCKS AND GROUP MEETING
Stove
Sink
Refrigerator
Divider
To storage
Easel
Woodworking
Blocks
Manipulatives
Games, puzzles
Snack center
TABLE TOYS AND MANIPULATIVES AREA
Art supplies
Sink
(carpet)
(tile)
SAND AND WATER AREA
Sand and Water Table
To bathroom
Books
EXIT (to outside)
BOOK LISTENING AND WRITING CENTER
SCIENCE AND MATH AREA
Records, tapes, and headphones
Language and writing
(Carpet)
Shelves for storage or children's belongings
ENTRANCE
Table

Figure 7

Kindergarten Floor Plan

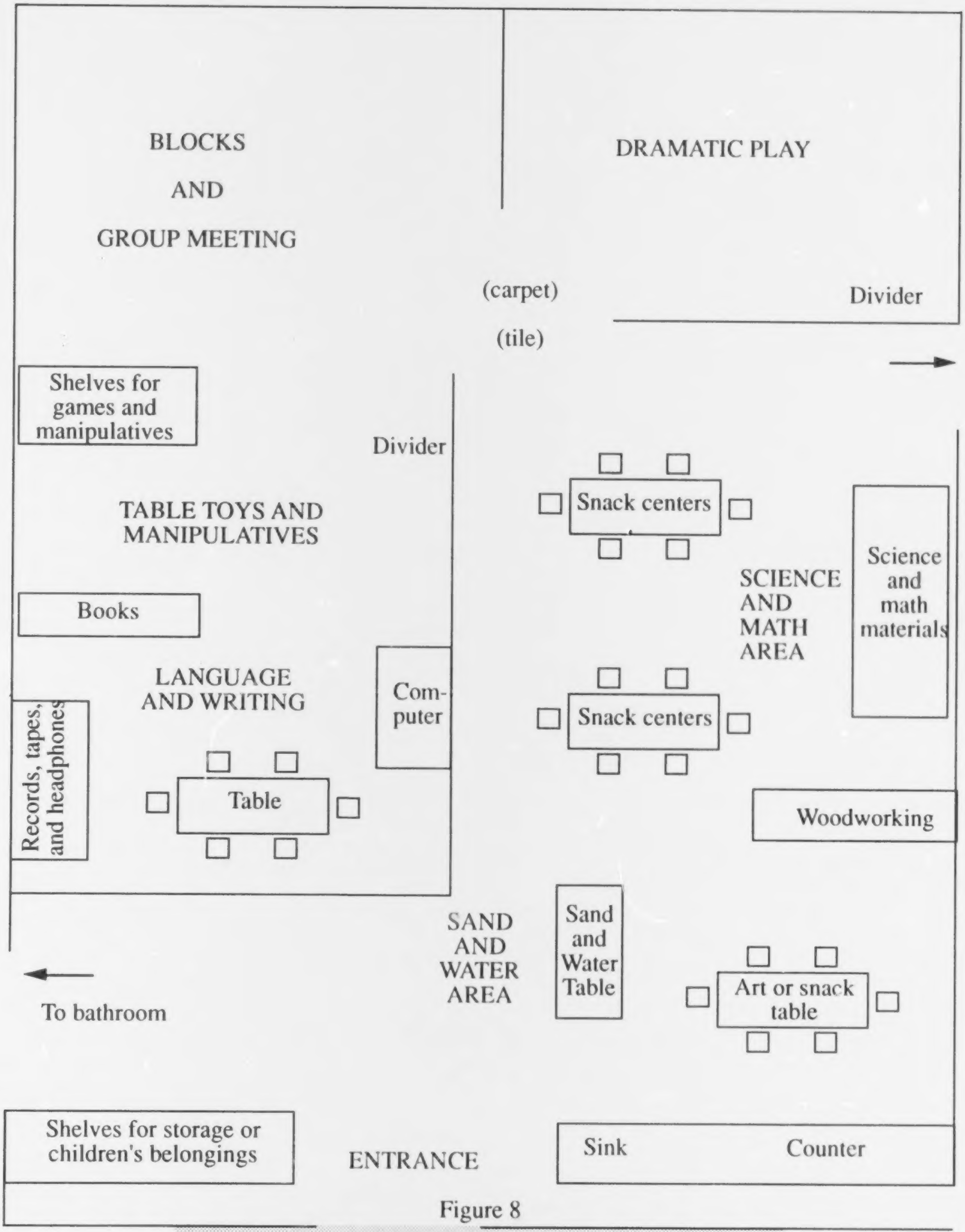
BLOCKS
AND
GROUP MEETING
DRAMATIC PLAY
(carpet)
(tile)
Divider
Shelves for games and manipulatives
Divider
TABLE TOYS AND MANIPULATIVES
Books
LANGUAGE AND WRITING
Computer
Records, tapes, and headphones
Table
Snack centers
SCIENCE AND MATH AREA
Science and math materials
Snack centers
Woodworking
SAND AND WATER AREA
Sand and Water Table
Art or snack table
To bathroom
Shelves for storage or children's belongings
ENTRANCE
Sink
Counter

Figure 8

Interactive Learning Areas

Dramatic play

This area is where role play, pretend play, and dramatization take place. It includes materials such as child-size housekeeping furniture, dress-up clothes, real nonworking telephones, food containers, plastic food, pots and pans, dolls, and baby care items such as bottles, blankets, and cribs. Materials encourage play by both genders. Newly added materials modify and extend the role play.

Blocks

This area offers opportunities for construction and dramatic play. As children build, they are exploring and refining concepts such as mathematical problem solving. Materials included in this area are unit and hollow blocks and block play accessories, including small trucks, cars, people, and animals. This area may also be used for group meetings.

Sand and Water

Sand and water play involve sensory exploration, as well as conceptual development (conserving quantity). A sand and water table may include a variety of funnels, containers, shovels, sponges, and other items to encourage exploration and experimentation with the substances.

Expressive Arts

This content area provides the opportunity for children to manipulate various forms of art and music media in an open-ended way, allowing for both process-oriented and product-oriented activity. One or more easels are a mainstay of this area. Items such as crayons, markers, chalk, paint, paper, clay, dough, and instruments are found on open shelves.

Table Toys and Manipulatives

Play with puzzles, small interlocking toys, lotto games, table blocks, and board games foster the development of fine motor skills, problem solving, eye-hand coordination, and beginning understanding of rules.

Books, Listening and Writing Center

Though language and literacy development occur throughout the classroom, a specified place for books, tapes, and records is necessary. A quiet area of the room, soft cushions, display shelves for books, tapes, records, tape recorder, record player, and headphones are requirements. In addition, this area affords children opportunities for solitude. Tools for writing may include paper, pencils, markers, and notebooks for journals.

Science and Math

The purpose of this area is for children to explore mathematical and scientific concepts related to their world. Attribute blocks, tools for measuring, pegboards, pets, plants, and objects from nature are some of the items found in this area.

Outdoor Play

This area encourages the development of gross motor skills and provides opportunities for exercise and additional environment for social play. Indoors there is ample space for climbing equipment, balance beams, ball and beanbag games, small trampolines, and crawl through toys. Outdoor play areas often include similar items; as well as a sand box, swings, riding toys, and materials for dramatic play. All materials conform to safety standards for young children.

TRANSITIONS: THREE TO SIX YEARS

Transitions for young children occur at two levels: movement from one activity to another within a familiar environment and movement from a familiar environment to a new and different environment. Both require careful planning and cooperation among adults to assure smooth and positive transition experiences for the children.

Movement from one activity to another within a familiar environment

Adults prepare smooth transitions for children by carefully planning the time, space, and materials. Time schedules are flexible and dictated primarily by children's interests and needs. There is a predictable set of routines and a sequence to each day, which provide a sense of security and the ability to anticipate what is next. Although varied materials and activities are made available, basic routines provide both a sense of continuity and smooth transitions. Children are guided in transitions by adults' consistent signals, cues, or verbal directions. Adults promote increasing self-direction and independence for each child, supporting and assisting only as necessary. Older or more experienced children may assist younger children with transitions.

Movements from a familiar environment to a new and different environment

Adults assist children in their transition needs as they move from one grouping or program to another each day (home to school, preschool to afternoon day care, toddler group to preschool group, or preschool center to elementary building for kindergarten).

Adults prepare children for transition by

- visiting the child at home
- having the child visit the new program, group, or building
- introducing the child to staff and children
- discussing and practicing routines
- discussing child's anticipations
- listening and responding to child's fears

Adults providing communication between staff at different programs or buildings by

- visiting settings to observe and become familiar with programs
- meeting, phoning, or writing the parents about specific family or child needs or interests
- sharing relevant information or providing resources for families and teachers

Adults provide continuity in program content, environments, and adult strategies through

- using guidelines for developmentally appropriate practice to assure a predictable set of expectations for the next environment
- preparing children for the next environment
- informing families through conferences and visits of expectations for subsequent programs and environments
- working with families and staff cooperatively to prepare children for transitions to new environments

DEVELOPMENTAL CHARTS AND VIGNETTES

3-6 YEARS

COGNITIVE DOMAIN

GOAL	PROCESS
Representational thought	Think about things not present Remember information, events Use sensory information to identify objects not present Express ideas and feelings Construct imaginative play themes Tell imaginative stories Respond to things that are not as they are expected to be (giraffe with trunk) Distinguish between real and pretend Reflect on own thinking

Vignette

Dramatic Event

The care giver reads the book Caps for Sale *to the children during group time and then has the children dramatize the story.*

"Caps for sale! Caps for sale! Fifty cents a cap," a little blonde-haired girl calls out as she adjusts a pile of assorted hats from the dress-up corner. They are sitting askew on her head.

Grinning at her, perched on a row of chairs, are seven little monkeys just waiting for her to rest under their tree so they can grab the caps.

"You monkeys. You give me back my caps!" she yells and shakes her fist at them.

They counter, "Tse, tse, tse, tse" shaking their fists right back in an imitative fashion. A little girl from Poland who speaks no English smiles from underneath her cap, as does the boy from Brazil and the girl from Germany.

Slobbodkina, Esphyr. *Caps for Sale*. (New York: William R. Scott, Inc., 1957)

LEARNING EXPERIENCE

Group conversation around shared experiences
Dramatic play involving role taking, pretending with props and in the absence of props
Creative dramatics
Familiar stories dramatized
Puppetry
Commercial and hand made puppets to enact stories
Story telling, creating a story text for pictures
Literature to facilitate imaginative thinking
Simple riddles and jokes
Longer books read to children over period of time
Ideas represented through models, graphs, and pictures
Long-term extended projects and units

ADULT INTERACTION

Respect children's ideas and feelings
Encourage children to share their ideas and feelings with other children
Pose questions designed to encourage thinking and justification of thinking
Engage children in conversations about relevant events, thoughts, and feelings
Engage children in recall of past events, prediction of what will happen next
Involve children in identifying what will be learned (when developing a unit theme for study)
Encourage children to explore ideas over time

Vignette

Storytime

A group of four-year-old children sit down to hear the story Farm Morning, *a narrative written from the perspective of a father and his young daughter as they do farm chores early one morning. Their teacher planned for a dramatic play event, using the book as an introduction to farm animals. However, the activity quickly becomes redirected by one little boy who asks, "Where is the mommy?" Another child responds with concern, "Maybe her mommy and daddy are divorced." The teacher responds by facilitating a lively and important discussion on divorce.*

McPhail, S. *Farm Morning*. (New York: Harcourt, Brace, Jovanovich, 1985)

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
General problem solving	Explore with all senses, pursue curiosities
	Develop comfort with and appreciation of natural and physical world
	Make decisions given choices
	Observe carefully
	Attend to activity, task
	Try out ideas, experiment using different strategies, invent
	Make comparisons (light, heavy)
	Discover attributes of objects, how things work
	Relate cause to effect, interpret and generalize
	Communicate observations about events, actions, ideas; justify conclusions
	Ask questions
	Generate ideas, predict
	Perceive self as a successful learner and problem solver

Vignette

Making Bread

"Flour is everywhere! It's puffing through the air. It's like flour clouds!" So says a hard-working kindergartner, wiping off, but adding to, the flour on her nose.

"See if you and your partner can measure out two cups of warm water and pour it in the flour bowl, please," the teacher asks. "Now, take the little yellow packet. Does anyone know what that is?"

"I do. It's one of them Wipe-Dipes for cleaning baby sisters with," a little one replies.

Chuckling, the teacher adds, "That's a good guess, Marianna. Actually, it's called yeast. It puts air in bread. Open the yeast and put it in the bowl. Stir!"

"It's flying out in the air again!" says a powder face, "and . . . it's turning into play dough!"

"This stuff is better than play dough," adds Kim, "but when does it turn into bread?"

LEARNING EXPERIENCE

- Experiences in such areas as
  - growing or life (plants, animals, people)
  - physical environment (wind, water, sound)
  - properties of objects (shape, texture)
  - function of objects
  - actions on objects (move, roll, float)
- Change in properties (heat, cool, combine)
- Care and respect for one's immediate environment
- Simple teacher initiated and child initiated experiments and experiences with interesting, observable outcomes
- Group conversations in which children share ideas and observations, make predictions, relate causes to effect, interpret, conclude
- Creative movement and science (move like animals)
- Language experiences linked with science (dictating observations and guesses, beginning writing linked with observations)
- Math and science (making collections of natural materials, counting "how many," graphs to describe observations or comparisons, measuring objects
- Trips to observe and explore the outdoors
- Conservation experiences (practicing conservation of resources in the classroom and immediate outside environment)

ADULT INTERACTION

- Respect children's ideas ("That's one idea we could try.")
- Emphasize experiences over facts
- Use naturally occurring events for study (storms)
- Choose activities in which the child is the initiator rather than the observer of action
- Ask "What if?" questions
- Encourage children to focus on observable changes
- Encourage children to pursue their curiosities with in play for increasingly longer time periods

Vignette

Attributes

David, age four, is playing with a set of attribute blocks. There are four colors, seven geometric shapes, two sizes, and two thicknesses represented. He is busily fitting together the various pieces when he exclaims, "These six triangles make a hexagon!" He continues to fit the triangles together and pull them apart to test his discovery. He then begins to experiment with other shape combinations.

Vignette

Gerbil Cage

Paul has pulled different unit blocks from the shelf and proceeds to build a structure. Inside the structure he creates dividers.

"Can I get our gerbil out? I've made a house for her," Paul asks the care giver.

"The gerbil is tiny and quick. Are there any places the gerbil might escape?" the care giver asks.

Paul reexamines the structure, looking from many different angles. He begins to take more blocks to put across possible holes. Laura has been watching with interest.

"The walls need to be higher or the gerbil will jump over them," Laura interjects as she proceeds to stack a second tier on the narrow edge. As she proceeds, she knocks over some blocks.

"That won't work!" Paul yells. "The blocks could fall on the gerbil."

The care giver interjects, "How could we make it safe for our gerbil?"

The children continue to move the blocks around. Laura suggests that the clear plastic gerbil ball would be safe. The children decide to do that, but discover the ball doesn't have enough space. After several attempts at rearranging the blocks, the children create a great pathway for the gerbil.

Vignette

Rock Exploration

After reading Byrd Baylor's Everyone Needs a Rock *to the class, the care giver shares a rock collection with the children. The children are busily examining the rocks with magnifying glasses. The care giver asks, "What do they feel or look like to you?" As the children answer, the care giver writes down their responses on a chart.*

"This one has shiny mirrors on it," one little girl exclaims.

"This one is smooth like my Grandma's worry stone."

After several more descriptive words, the care giver suggests that they might classify the rocks by the way they feel.

Later that day, a letter is sent home to parents explaining about the rock unit the children will be participating in. It asks for parents to assist their children in searching for rocks around their home or neighborhood to share with the class.

Baylor, B. *Everybody Needs a Rock.* (New York: Scribner & Sons, 1974)

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
Mathematical knowledge	Put objects, events, actions into all kinds of relationships
Prenumber	Explore and identify spatial relations of position, size, and quantity Construct designs or pictures with a collection of items and develop simple and complex sorting skills Serialize objects (put in size order) with one or two dimensions or characteristics Identify, copy, create, extend, and insert into patterns (linear, three-dimensional, motor, auditory, literature)
Formal numbers	Explore sequence, cardinal and ordinal number properties Explore how much and how many with continuous quantities such as water and sand, and with discrete quantities such as individual objects or counters Construct and compare sizes of sets Describe relations that are equal or the same and relations that are not Use numbers to solve problems (how many more crackers do we need) Explore parts to whole relationship
Geometry	Identify and sort geometric shapes
Time	Perceive sequenced events in time Describe experienced events in the immediate, past, future Describe experienced time in terms of first, last; before, after; earlier, later Compare events, objects along a time dimension
General	Formulate and solve problems from everyday and mathematical situations Talk about mathematical concepts

LEARNING EXPERIENCE

- Experiences in such areas as
  - classification
  - creating patters
  - ordering
  - part or whole
  - spacial relations
- Experiences in numbers
  - beginning concepts of fractions
  - conserving quantity
  - counting
  - establishing sets
  - informal addition and subtraction
  - same or different
- Shapes in the classroom and outdoors
- Focusing language experiences on when things occur
- Activities that focus on using concrete daily experiences of the child as a base for developing math concepts and problem solving (how to share a snack equally)
- Block play in which children use geometry, number, elementary physics
- Collecting leaves in fall and then classifying them in ways determined by the children; older children may describe their observations using graphs
- Making play dough and then dividing into equal amounts for use by children

ADULT INTERACTION

- Accept children's answers as correct for their stage of thinking
- Encourage children to observe objects and events in their everyday environment
- Provide children with many materials for manipulation and experimentation
- Model language for describing comparisons and relationships ("These are all the same.")
- Ask questions related to "how many" "how much" "do we have the same"
- Model vocabulary for fractions ("you have half")
- Call attention to naturally occurring shapes in the environment
- Call attention to the order of events, encourage children to recall past events and anticipate future events
- Use words such as "now," "before," and "after"
- Encourage children to solve problems using varied strategies (observing, questioning, manipulating) and to communicate findings
- Encourage group discussions about concepts related to logical and mathematical knowledge

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
Social knowledge	Be aware of self, family, and community Be aware of physical environment; natural world Be aware of work world Be aware of the function of calendars and clocks for representing time, measuring instruments, tools for experimentation, communication Be aware of the roles and expectations in prekindergarten and kindergarten

Vignette

Preparing for a Tornado Drill

The children enthusiastically gather around the teacher. She has made a Tornado Tube, two two-liter soft drink bottles, connected at the top with a plastic screw on the tubes. One bottle is two-thirds full of water. When the teacher turns the bottle with the water on top and moves it around in circular motion, a vortex of water is formed, creating a water tornado. The children squeal with delight while watching the tornado. They can hardly wait to try it themselves The teacher passes a couple of the bottle tornado makers around so that all the children have a chance to experiment with how to make the circular motion and create their own tornado. The teacher explains that these tornado makers will be in the room for the children to use at any time. As the children are experimenting, the teacher looks at the spinning water and asks what it looks like.*

One child says, "like a record player spinning." Another says, "it's like a drill," and another says, "like on the Wizard of Oz." The teacher comments, "My, you have so many ideas and they are wonderful, so let's write them down so we will remember them." She encourages children to draw with colored markers what is happening on the experience chart. One child explains that the Wizard of Oz is scary and several others chime in with their feelings. The teacher says that a big wind like that can be scary and, like Dorothy, we would want to protect ourselves.

The teacher then asks, "Do you know what a turtle does when he is scared and needs protection?" One child immediately starts to curl up in a ball, pulling her legs and arms in close to her body; others follow and some just watch. "That's right. Let's see if we all can do that." The teacher helps each child curl up inside an imaginary turtle shell. "If a big wind came near our school, we would go to the basement and pretend we were turtles and protect ourselves. Why don't we go down to the basement today and practice being safe."

**(Source for Tornado Tube: Division of Burnham, Assoc. Inc., 26 Dearborn St., Salem, MA 01970)*

LEARNING EXPERIENCE

Learning experiences in areas such as:
- Self and others
- Families
- Community
- Physical and natural world
- Work roles of people (home, school, community)
- Technology at home and school
  - Clocks and calendar
  - Writing tools (pencils, pens, typewriters, computers)
  - Communication (tape recorders, braille writers, hearing aids)
  - Observation (magnifying glass, eye glasses, microscopes, binoculars)
  - Introduction to routines (fire drills, group meals)

ADULT INTERACTION

Emphasize experiences that acquaint children with concepts in an active, explorative way

Emphasize concepts related to the child's world

Use non sexist, non-stereotyped language (firefighter)

Introduce children to technology for passage of time, communicating with others (telephone, letters)

Vignette

Invention

The workbench is alive with the hammering and sawing of real tools. The care giver supervises closely.

Jessica: *"Look! I've almost gone through. See all the sawdust."*
Care giver: *"You really worked hard on that. What comes next?"*
Jessica: *"I'm going to glue it."*
Ryan: *(stopping his pounding) "Mrs. Bolton, I need rubber bands."*
Care giver: *"You will find them in the box under the workbench. How are you using the rubber bands?"*
Ryan: *"I'm making a mouse trap. You see, when you stretch them over these nails the mouse will get caught in this trap. I also need some of those milk bottle caps."*
Care giver: *"It looks like you put a lot of thought into your project."*

3-6 YEARS

LANGUAGE-LITERACY DOMAIN

GOAL	PROCESS
Listening	Increase ability to discriminate and identify sounds Listen for turn-taking cues in conversation Attend to sounds and conversation in order to gather information Attend to and follow oral directions Listen and commit to memory what was heard
Speaking	Increase the ability to produce a broad range of sounds Increase length and complexity of utterances, beginning with brief simple sentences to elaborate paragraphs and stories Show awareness of grammatical rules and over generalizations of rules ("I goed to the store") Gradually develop and apply grammatical rules Increase clarity of pronunciation and speech Speak confidently
Social uses of language	Use language as a tool to get services and objects, express emotions, get and give information Use language to engage others in conversation Use language to control and direct others' behavior in the environment Use language pragmatically and as part of social conventions and manners ("please", "excuse me")
Vocabulary and meaning	Increase number of meaningful words understood and used Explore and discover meanings of words and sentences
Questioning	Develop questioning ability, from what, where, when, why, to how Respond to questions
Creative uses of language	Listen attentively to stories, songs, and poetry Play with rhyming sounds and words Develop and tell a story Increase ability to use descriptive language
Aesthetic appreciation of language	Develop an appreciation of rhythm, rhyme, meter of stories, songs, and poetry

LEARNING EXPERIENCE

- Sound discrimination activities (identification of recorded sounds)
- Listening center with books and audiotape texts
- Following directions activities
- Group time experiences that incorporate turn-taking conversation, storytelling (books, puppets, flannel boards, oral), and comprehension questions to follow up
- Music activity that emphasizes variations in pitch, tempo, rhythm, volume, timbre
- Rhyming activities
- Music that emphasizes reproduction of sounds
- Language experience stories
- Group time activities that facilitate child participation
- Dramatic play that focuses on verbal role playing
- Cooperative games
- Group time that encourages shared conversation and taking turns
- Literature that challenges the child's vocabulary
- Word-meaning games
- Guessing games with objects and concepts
- Learning centers in science, social sciences, and language and literacy
- Group time that incorporates storytelling, songs, fingerplays, poetry, and music
- Language activities that encourage creating stories and verbally describing real items and events (wordless picture books)
- Language activities that encourage listening to stories, songs, and poetry

ADULT INTERACTION

- Engage the children in meaningful conversation
- Provide simple to complex verbal instructions
- Speak clearly
- Model respectful listening
- Construct meaningful follow-up questions to stories
- Physically come down to child's level
- Model grammatical language
- Ask questions that require more than one word answers
- Ask divergent questions
- Reproduce exact language of child in writing
- Respond to children's questions at the same level of complexity
- Model grammatical version of child's communication
- Model social conventions of language
- Use expansive vocabulary
- Facilitate peer conversation
- Ask questions that focus child's attention to details
- Read to children frequently, in groups and individually
- Model questioning strategies
- Model literature appreciation
- Encourage storytelling process
- Choose quality literature, songs, and poetry

LANGUAGE-LITERACY DOMAIN CONTINUED

GOAL	PROCESS
Artistic development	Use a variety of media (paint, clay, dough, crayons) Discuss the process of artistic expression Show interest in the finished product Name the finished product after completion Predetermine what they will create and name it
Literature awareness	Show interest in various forms of literature Be aware of characterizations within storytelling Attend to illustrations as an integral part of the story Express story preferences and recall familiar stories Be aware of aesthetic characteristics of literature
Print awareness	Acknowledge meanings of symbols (red hexagon represents "Stop") Be aware of print permanency (text remains the same from one reading to the next) Be aware of the connection between the text and the telling of the story
Story sense	Be aware of the sequence of the story (beginning, middle, end) Understand sequence of action Be aware of the permanency of the sequence (the story sequence remains the same from one reading to the next)
Use of writing implements	Grasp and manipulate writing implements Control manipulation of instruments on paper
Left to right progression	Perform physical sequence of moving from left to right Perform the visual sequence of left to right with body
Letter recognition	Assign verbal labels to letter symbols Recognize own name in writing Write own first name
Rudiments of writing process	Produce ordered scribbling (circular movements of implement on paper) Produce writing configurations Record ideas through pictures and/or words Produce invented spelling Record thoughts in journal

LEARNING EXPERIENCE

- Expressive arts learning center with a variety of malleable substances, media (paint, crayons, markers), paper
- Process-oriented expectations for young preschoolers
- Product-oriented behaviors for older preschoolers
- Language and literacy center with a broad range of literature
- Dramatic play familiar story characters using miniature characters, flannel board characters, and role playing
- Language activities that focus on illustrations
- Classroom labels where meaningful
- Library center where collection remains for periods of time
- Literature-based activities (dramatization of *Where Wild Things Are*)
- Sequencing tasks (stories, serialization of objects, color chromatics)
- Literature-based activities that focus on the order of the story plot
- Art center with brushes, markers, pencils crayons, and paper
- Journal center that focuses on story creation through pictures, and words (dictated, invented, and real)
- Manipulative Center with table toys such as legos construction toys, puzzles, and sequencing

ADULT INTERACTION

- Ask questions and make comments about artwork that extends creative expression ("Tell me about colors you have used.")
- Provide failure-free opportunities for self-expression
- Respect and display all products if children agree
- Use verbal prompts to help children recall characters from stories
- Focus children's attention on the illustrations in books
- Draw connections between printed words and labels
- Observe which books are favorites and keep them displayed while providing several new books regularly
- Foster, illustrate, make connections between literature and other content areas
- Call attention to sequences occurring in the environment (schedules, plots, photos)
- Call attention to illustrations as a means of gaining clues about stories
- Encourage children to create own writing rather than relying on adult construction; "publish" children's writing
- Model writing and reading
- Refer children to real books for examples of writing

3 - 6 YEARS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	Understand and describe the body's parts and functions
	Understand that all living things grow and change
	Describe own actions, intentions, personal likes and dislikes
Identity	Describe self as belonging to a family, group
	Describe self as belonging to a gender group based on anatomy
	Express positive feelings about own gender, race, family, culture, and individual identity
	See similarities to others
	See differences from others
Independence and initiative	Say good-bye to parent and primary caretaker with increasingly fewer negative emotions
	Increasingly handle routines related to care of self and belongings
	Show awareness of own rights
	Ask another for help when needed
	Explore the environment and try new activities and tasks
	Take responsibility for actions and make choices
Self-confidence	Engage in independent and group activities
	Feel physically and psychologically safe in setting
	Demonstrate confidence in skills
	Adjust to new situations with ease
	Demonstrate pride in accomplishments

LEARNING EXPERIENCE

- Experience in such areas as
  - body awareness
  - education awareness
  - growth and change
  - language and sensory experiences
- Large and small group discussions about family structures and functions
- Multicultural and anti-bias materials include
  - literature and other materials which project authentic images
  - focus on cultures represented by the children in the group
  - universal themes within holiday celebrations as opposed to ethnocentric celebrations
  - activities to identify and challenge children's stereotypic ideas
  - attention to differently-able people
- Learning centers arranged and equipped for independent choice (blocks, dramatic play, manipulatives, art, sand, water, science, math, reading, and writing)
- Small and large groups incorporate practice in taking turns, conversation and sharing

ADULT INTERACTION

- Use and encourage children to use appropriate words when discussing body parts and functions
- Respond to child's questions with brief, direct, informed answers at the same level at which the question was asked
- Provide environment with many opportunities to observe growth and change (plants, include small animals)
- Encourage children to verbally express feelings, behaviors, wants, needs
- Ask questions to encourage in-depth, descriptive answers
- Show respect and recognition for all children and their families
- Provide experiences that celebrate diversity of the group
- Model acceptance of differences
- Engage in conversations that inquire about children's cultural identity
- Organize environment to encourage boys and girls to play together
- Foster children's and parent's or primary care-giver's trust in the school environment through carefully planned procedures for starting school
- Encourage self help skills. Reflect attitude of "I know you can do it."
- Model using others as sources for information and assistance
- Expect children to share some responsibility for room maintenance
- Prepare children for changes
- Give praise, encouragement readily to encourage child's own sense of self worth
- Offer verbal support for emotions and feelings, of children while encouraging them toward social interactions

3 - 6 YEARS

AFFECTIVE-COMMUNICATIVE DOMAIN CONTINUED

GOAL	PROCESS
Self control and social problem solving	Listen to others Take turns and share classroom materials Learn to control self in frustrating situation; use words and reasoning to resolve conflicts Recognize dangers and state what to do to be safe Follow simple rules Offer reasons for actions Participate in establishing group rules, abide by group rules Consider alternative solutions to everyday problems
Expressing feelings and emotions	Demonstrate awareness of own feelings Understand the relationship between feelings and behavior Express feelings and thoughts in a variety of constructive ways (words, movement, art, music)
Perspective empathy	See others' feelings and thoughts as separate from own Begin to read another's emotional cues through body language and facial expressions Express caring and concern for others; accept comfort from others Respect and appreciate differences in others and rights of others Respond to others' needs Consider the motives of another person
Aesthetic awareness and appreciation	Understand the relationship between expressive arts (music, movement, art, literature) and feelings, both perceived and expressed

LEARNING EXPERIENCE

Safety in school, home, community
Social problem solving
Large and small group discussions about classroom problems to encourage reflection, evaluation, and problem solving
Individual and small group games (sand stays in the sand box)
Cooperative group games
Literature dealing with experiences (children sibling rivalry, fears)
Emotional awareness through literature and discussion (chapter books that provide depth of feelings)
Learning centers offering art (open-ended materials for self expression), writing, teacher scribing, listening (music, stories), and drawing experiences
Quiet area where children can find private space
Music and movement
Dramatic play
Puppets

ADULT INTERACTION

Actively listen to children
Give children words to use in conflict situations ("It's my turn now.")
Encourage children to reflect on their actions
Model problem solving
State rules clearly and in the positive
Tell children safety procedures but continue to recognize adult responsibility for young children's safety
Verbally acknowledge children's feelings
Encourage children to describe to others how they feel, verbally and in their drawing and writing
Encourage children to think about how others feel
Redirect potentially nonproductive play
Present different points of view that children are able to understand
Respect individual differences in children and adults

Vignette

Use of Puppets

Puppets are a way of being one step removed from a situation, so they are very useful in helping children explore their world in a non-threatening way. They help build imagination and another perspective.

There is a grandpa puppet. He is retired and comes to be with the children. He loves to tell stories about when he was young. He loves it when children "read" to him because he can't see very well.

There is the mouse puppet who unties children's shoes when they are not looking. The children deny him cheese when he has been especially naughty, but they always love him, care for him, carry him around, and talk to him.

There is the raccoon who borrows things from the room. Whenever something cannot be found, the children search until they find the item and then scold Bandit the raccoon for hiding things.

There is the snail puppet. He moves very slowly (at a snail's pace) which many children can identify with. He is frightened by loud noises and retreats into his shell when they occur.

Almost any puppet will work, but it is important that each puppet has an identifiable characteristic that is consistent and predictable. Children really can identify and enjoy the pretend episodes that deal with real everyday events, fears, and emotions through puppets.

AFFECTIVE-COMMUNICATIVE DOMAIN CONTINUED

GOAL	PROCESS
Cooperative play	Engage in representational play by using objects and actions to stand for something else Take a role in group play Communicate about that role to other players; use language to maintain play Sustain a play idea for increasingly longer time Assume both leader and follower roles in play Play group games (tag, races) Use others (adults, peers) as resources for play Identify others as friends Work cooperatively with peers on projects

Vignette

Recognizing Diversity in Families

Parent: *"Samuel seems to like school since we came here from Brazil, but I have noticed that he is doing a lot of stuttering. I am concerned. What can I do?"*

Teacher: *"He is beginning to speak a few words of English in class, but he is very shy about it. Probably in this transition time between two languages, he makes many starts and is not sure of which language to use. It is important to give him lots of time and not fill in the words."*

Parent: *"What do you suggest we do to make Samuel comfortable in communicating?"*

Teacher: *"It would be fun and a learning experience for all the children if they could learn some Portuguese words to communicate with Samuel. Could you and/or your husband come in to cook a Portugese dish with the children?"*

LEARNING EXPERIENCE

Dramatic enactment of simple stories
Learning centers that encourage dramatic play, construction play puppetry, miniature characters, water table, woodworking table
Outdoor play involving cooperative equipment (tire, swings, sandbox, parachute

ADULT INTERACTION

Show respect for children's efforts by commenting or being involved with their play
Observe and listen to children's play
Provide materials to extend play themes and help develop new themes
Ask questions; give ideas
Take an unobtrusive role in children's play
Select interventions that are appropriate for the issues children are dealing with in their play
Encourage children to expand pretend play beyond stereotypic themes
Use more competent players as peer tutors for children less competent in play
Play with children while carefully supervising to ensure safe play

Vignette

When is Mommy Coming?

Four-year-old Nadine is trying hard to hold back her tears. She waves sadly to her mom from the front door window of the center, while her teacher holds her.

"When will mommy be back?", asks Nadine.

"Your mom will be back to pick you up after work. Let's figure out when that will be. Well, first we play, then we have circle time, then we play outside, and then we eat lunch. After lunch what do we do next?"

Nadine replies, "We take a nap and you rub my back." A small smile begins to creep across Nadine's face.

"That's right Nadine, and then what happens after naptime?"

"We have snack and play and then Mommy comes!" replies a happier and more secure Nadine.

The teacher then has a suggestion, "How would you like to write a letter to Mommy and tell her how you miss her today?"

Together Nadine and her teacher sit down at the writing table and as Nadine shares her feelings, the teacher scribes her words. When finished, Nadine places the note carefully in her cubby to show Mommy when she returns to pick her up.

3 - 6 YEARS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
Posture	Stand with shoulders and hips level
Balance	Balance on one foot with eyes open
	Balance on one foot with eyes closed
	Maintain balance while walking backward and forward on specified line
	Maintain balance while walking and carrying objects
Self help skills	Feed self using spoon and fork
	Use the toilet independently
	Undress self independently
	Wash face and hands, brush teeth
	Go to sleep with little resistance when there is an established routine
	Manage simple health maintenance (use tissues, cover mouth when coughing)
	Dress self with some assistance
	Zip clothing with some assistance
	Button clothing with some assistance
	Lace shoes with some assistance
	Tie shoes with some assistance
	Cross street with supervision
	Buckle self into car seat or seat belt
Visual motor perception	Visually discriminate objects (object from background)
	Coordinate hands and eyes through visual guiding

LEARNING EXPERIENCE

- Imitative movement activities (follow the leader)
- Outdoor or gross motor play that emphasizes balance
- Block center for children to carry and construct
- Bathrooms equipped with child-size fixtures
- Nap time which has a deliberate routine
- Dramatic play centers with clothing, shoes, hats, coats
- Health activities that focus on relevant, concrete issues (care of colds, food choices, exercise)
- Safety activities that focus on street and car safety assault prevention
- Language activities that focus on illustrations
- Fine motor activity that employs cutting, tracing, pasting, sewing
- Table toys including puzzles, construction toys, lotto games,
- Expressive arts center with paint, crayons, markers

ADULT INTERACTION

- Model erect and level posture
- Supervise while allowing for independent activity
- Encourage block play by use of language and presence
- Supervise independent self-care behaviors
- Manage nap time in a calm, soothing, consistent manner
- Model appropriate health behaviors
- Model appropriate safety behaviors
- Encourage children to identify figures in illustrations
- Encourage follow through on difficult fine motor tasks

Vignette

Dramatic Play

"You're really not going to believe what Fifi did to the couch, honey" says a precocious five-year-old into a toy telephone. Clad in too-big clothes and shoes, she unexpectedly turns and calls, "Anyone else want to play in the Home Center?"

One hand on a hip, the other gripping a paintbrush, Biff surveys his painting. "Not enough green," he decides and swishes his brush clean. On the other side of the easel, a girl hums softly while mixing red and yellow. "El sol!" she exclaims.

"Wow, you gotta hear this, Mr. Doty!" An excited boy grabs the teacher's hand. "Put these on and check it out!" The boy gives the teacher some headphones and then begins playing one of three small synthesizers.

"Way up high in the apple tree . . ." recites Anna in front of a full-length mirror. She places felt characters on her apron, "Five big apples smiled at me."

"Ten more minutes until cleanup," says Mr. Doty.

3 - 6 YEARS

PHYSICAL-MOTOR DOMAIN CONTINUED

GOAL	PROCESS
Locomotor skills	Walk with body and feet aligned
	Climb stairs first leading with the same leg, then alternating legs
	Jump with both feet, pushing off with arms
	Hop on one foot across a short distance
	Run with control over starting and stopping
	Gallop with control with same leg leading
	Skip, alternating lead foot
Manipulative skills	Pick up objects with fingers and palms
	Throw objects with minimal control
	Strike objects that are stationary or suspended
	Kick objects that are static while standing
	Catch objects with arms extended
	Throw objects with control at a target
	Catch objects, bringing them in towards body
	Manipulate objects to use as tools
	Kick objects while on the run

Vignette

Parachute Play

A large parachute is open on the ground. Children run eagerly to grab an edge, most cluster along one side. As the children attempt to lift the parachute the wind lifts the unattended side and everyone is pulled to the ground. The care giver and children repeat this fun over and over. After this the care giver asks, "How can we catch air in the parachute so that we can get underneath?" Together the children and care giver brainstorm ideas and attempt suggestions. After much discussion it is discovered that before the wind can be "captured," children must tightly hold all edges of the parachute. Soon the children, excited and laughing, huddle successfully under the parachute.

LEARNING EXPERIENCE

- Independent choices for outdoor or gross motor play including balance beams, climbing, riding toys, swings
- Indoor opportunities to use motor skills in learning centers including constructing, expressive arts, reading, dramatic play

ADULT INTERACTION

- Model gross motor activity
- Supervise independent play for purpose of safety
- Plan for a wide range of motor behaviors each day
- Plan for alternating quiet and active play throughout the day

Vignette

Feelings

"What's angry?" asks the teacher.

"It's how you feel when someone swipes your Eric Davis baseball card," says L.J., seriously.

"It's an emotion," states Megan.

"Wonderful, Megan! Today we're going to do moving *emotions. I will name an emotion. When I blow the whistle, move around the gym and show that emotion in your movement. When the whistle blows again—freeze! See if you can show happy." (Whistle. 30 seconds. Whistle.) "Now, relax and stand in place. Let's talk."*

"I felt like I was all free . . .like a wave. Up and down, up and down," says Sonya.

"Skipping made me feel happy. It was in my feet first. Then it was all over my body," states Patrick, honestly.

3 - 6 YEARS

PHYSICAL-MOTOR DOMAIN CONTINUED

GOAL	**PROCESS**
Body and Spacial Awareness	Point to and name different parts of their body Follow directions to move one part in relation to another ("Put your hand on top of your head.") Recognize where their body ends and the world begins (steps around objects and people) Locate and name placement of objects in relation to self Establish consistent dominant hand and foot Become familiar with the terms left and right in relationship to their body
Sensory Awareness	Discriminate differences in textures Gain information about objects through touch Discriminate differences in sounds Replicate heard sounds Visually discriminate objects Replicate visual stimuli Identify and discriminates odors Discriminate differences in taste Willingly try new foods

LEARNING EXPERIENCE

Social science activities that focus on basic geographic issues (charting room)
Self-concept activities that focus on body awareness
Gross motor activities that emphasize control of body in space
Health content that focuses on body awareness
Integrated learning experiences that incorporate the five senses
Food choices on emphasizing tastes, appearances, and smells as well as nutrition categories
Learning centers utilizing as many senses as possible

ADULT INTERACTIONS

Model respect for personal space
Acknowledge and respect individual differences
Use appropriate, accurate vocabulary to describe bodies and behavior
Model use of descriptive vocabulary to identify sensory experiences
Encourage children to utilize all senses in exploring materials

Vignette

A Busy Classroom

The teacher is just ending the story, In My Treehouse. *The book concludes with:*

> *From up in my treehouse I can see my neighbors' yards, too. I have a map of my neighborhood that I made in my treehouse. "X" marks the spot where the treasure is buried. I know what the treasure is. It's twenty-two pennies that have been scrubbed with a toothbrush until they look like gold. They are wrapped inside a sock that is inside a jelly jar that is right underneath my treehouse tree. It's a secret no one knows except me, myself, and I.*

After story time the children leave the cozy book area for self-chosen play experiences. Soon the room becomes a beehive of activity. On the floor, children are creating a treasure map on large mural paper with crayons and markers. Other children are creatively constructing a tree house from the large hollow blocks placed in the rug area. Some children have attached a rope to a bucket to haul books up the treehouse platform. A child with language delays excitedly offers the suggestion that snack be served in the treehouse. At the writing area some children are "writing" notes and drawing pictures to place in the bucket for delivery. Others are counting pennies and scrubbing them with a toothbrush before placing them in a doll sock to be hidden away. At the art table, some children are constructing toilet paper tube spy glasses to watch for enemies who might come looking for the treasure.

Schertle, Alice. *In My Treehouse.* (Lothrop, 1983)

SIX TO EIGHT YEARS

INTRODUCTION

The following section of the guide focuses on children from the ages of six to eight years, or primary level education. The description of development in this case emphasizes the characteristics of the primary learner within each developmental domain. Again, the need to view the child from a holistic perspective is critical. Though content areas are defined, learning occurs across these content areas throughout the day. Curriculum development is viewed from an integrated learning perspective.

The age group defined in this section is found in the formal school setting. There are educational expectations set forth by local, county, and state school systems that must be considered in the curriculum planning process. This guide is offered as a tool for adapting the educational expectations in a developmentally appropriate way for primary learners. Strategies for integrating curricula are provided.

Section Contents

- The Primary Learner
- Environmental Overview
- Integrated Learning
- Transitions: Six to Eight Years
- Developmental Charts and Vignettes

THE PRIMARY LEARNER

The early childhood stage of development is defined in age by the National Association for the Education of Young Children as birth to eight years. The inclusion of the primary learner (six to eight) in this definition brings with it certain assumptions about development, learning, characteristics, and needs of young children. Although the educational format becomes more formalized in organization and is guided by specific content areas at the primary level (in comparison to birth to six), the primary learner's needs *remain more similar than different to those of the preschooler and kindergartner.*

To apply developmentally appropriate practice to the primary level curriculum, it is first necessary to address certain assumptions about the developmental characteristics, learning needs, and educational implications for the primary age child.

Following are characteristics of the primary learner that lead to a range of competencies expected by the end of primary level education.

Cognitive Domain

In the primary level there is a gradual change in development from preoperational to concrete stages of thought, often with a wide variation among individual children and within individual children, depending on the task.

The primary learner

- is becoming less egocentric in thinking and is capable of simple logical reasoning
- is still egocentric in the view of him or her self and his or her world while becoming able to take on the views and ideas of others (particularly when encouraged to do so through perspective-taking experiences and exposure to diversity issues)
- is beginning to solve basic problems cognitively, yet many problems (particularly mathematical concepts) may require concrete manipulation of objects as tools for the thinking process in younger ages
- is becoming more systematic in developing strategies to complete activities or solve problems (search for missing toys)
- is continuing to develop all of the prior three to six level cognitive processes and is becoming more elaborate in these processes
- is continuing to develop classification, class inclusion, seriation, transitivity, time and motion, and number concepts through concrete experiences and manipulation of objects
- is becoming capable of planning ahead, making judgements based on past events, and focusing on relevant properties to determine causal relationships
- may still insist that there are absolutes in "right and wrong" issues and will often carefully argue why an answer or choice is best
- uses reasoning that is logical to the child, but may not show true logic. "Because my teacher or parent does it this way," is logical to the child.

Language-Literacy Domain

Children at the primary level continue to enjoy producing and playing with a variety of sounds and words, especially through creative experiences such as rhyming and music. Reading becomes an important developmental task at this level. Great variability among children exists in the way they are able to recognize words, sight, and sounds of letters and verbal expressions. Primary children enjoy relating to printed materials at their individual level with adult guidance and feedback, especially through daily opportunities to share.

The primary learner

- begins to use sentences that are adult-like in grammar and length
- still has grammatical errors as he or she overextends or generalizes rules, yet begins to self-correct
- begins to speak more clearly although many children will still have one or more articulation (sound) errors ("wabbit" for "rabbit")
- has more complex vocabulary and enjoys learning and using new words
- participates frequently in conversation with peers and adults about varied topics
- uses language to express feelings and ideas, to receive and convey knowledge, and to engage in social conversations
- enjoys both listening and telling stories based on real experiences and imaginary events (and especially when encouraged)
- uses language as a means for creativity to develop stories, songs, and rhymes
- enjoys expressing creativity verbally and through artwork and written work
- begins to value the importance of written communication through increased artistic abilities and emphasis on printed material
- may vary in degree of fine motor coordination and use of drawing and writing implements; learners require varied forms of materials for artistic and written experiences
- enjoys *frequent* opportunities to record ideas, stories, or experiences on paper using various forms of art and printed materials

Affective-Communicative Domain

Children entering this developmental level still possess many of the same social and emotional needs and characteristics of those observed in the previous stage. They are still generally egocentric and see themselves as the center of their world, expecting that things should go as they desire. Gradually primary children become more able to take another child or adult's point of view.

Children entering the primary grades bring with them a complex array of social, cultural, family, and experiential backgrounds. This continues to be a critical time in the development of attitudes regarding cultural and racial diversity and gender and individual differences.

The primary learner

- struggles for increased independence from significant adults while often needing the early security of dependent relationships
- may show intermittent resistance to adult regulation and rules, not as an unnecessary negative behavior, but as part of the developmental process
- is becoming increasingly interested in peers and the need to develop positive relationships with friends
- needs opportunities to develop skills for cooperative play and to work together on organized (but simple) group projects throughout the day
- develops a sense of social competence through industrious efforts to master developmental tasks
- develops a sense of conscience and internalizes moral rules when experiencing internal conflicts over "right or wrong" related to adult expectations
- often needs and may request adult direction to achieve self-control and "acceptable" moral behavior
- develops a sense of caring
- increases social communication skills with peers and adults in various situations
- develops adult-like communication styles to maintain conversational interactions, such as joking, teasing, questioning, and answering

Physical-Motor Domain

Children begin to gain greater control over their muscle coordination and enjoy practicing their newly attained physical skills. Although primary level children are able to sit for increased periods of time, they may actually become more fatigued from long periods of sitting than by physical activity.

The primary learner

- needs physical activity to develop and refine the many coordinated skills developing during this period
- needs daily opportunities in active play to practice and enjoy large motor skills (running, jumping, kicking, batting and throwing a ball, riding a bicycle)
- benefits in cognitive development through opportunities for active play and movement, learns most effectively when physical actions allow experiencing abstract concepts

- attends to adult instruction, stories, and new information when physical activity is included as part of the learning experience
- is capable of self-help skills developed during the three to six level with some or complete independence and increased coordination
- is continuing to develop fine motor control but may not have control for drawing and printing tasks, yet enjoys practicing these newly developing skills
- may vary in relation to peers in processing and performing perceptual-motor tasks needed for drawing and printing
- may show letter and word reversals in both reading and printing
- needs varied activities using all forms of sensory materials
- needs manipulation of a range of sensory materials such as sand, water, paints, puzzles, blocks, foods, and dramatic play objects
- varies in need of tactile and kinesthetic materials and learning experiences; some learners may require additional or different materials and experiences from peers

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ENVIRONMENTAL OVERVIEW

The environment continues to define curriculum for the primary level learner as it has for children in the birth to three and three to six levels of this guide. As stated in previous sections, the environment *is* the curriculum in early childhood education. It governs the methods, approaches, and strategies in which all aspects of program planning are developed and implemented. This includes use of space, time, materials, and both adult and peer interactions. In programs that are guided by developmentally appropriate practice and integrated curricula, the following space, time, materials, and interaction guidelines apply.

ORGANIZATION OF SPACE

- An array of learning areas or centers are developed to encourage children to select interesting "hands-on" projects or activities. The areas or centers are prepared to allow both individual and cooperative learning experiences.
- Learning areas or centers are frequently changed to offer new and challenging activities and materials. These provide for various opportunities in context areas.

  For example, reading and writing activities may include a library center, production center for creating stories and illustrations, oral story telling with peers and/or adults, silent reading, or games that incorporate language arts, math, or science content.
- Most of adult planning time is used to prepare the environment for active learning opportunities.
- Adults create a physical environment that fosters positive interactions with a variety of materials, peers, and adults.
- Wall space allows for display of relevant photography, posters, children's art and writing.
- Children's work space organized so they may informally share work.
- Ample storage space easily accessible by the children.
- Close access to a water supply.
- Ample lighting, carpeted areas.
- Physical activities occur in regular classroom settings, outdoors, and in gymnasiums or other special large motor environments.
- Opportunities for varied physical activity are integrated throughout the day. Art, music, dance, drama, woodworking, and physical movement games are used to allow children to express feelings and ideas, in addition to free movement and large muscle development.

*Full Day Primary Sample Schedule**

9:00 - 9:15 Arrival
Activity: greet the children and introduce morning center choices

9:15 - 11:30 Integrated center choices
Activity: offer children opportunities to engage in a variety of activities and projects including literacy, English language arts, reading, mathematics, science, health, social studies, expressive arts, manipulatives, dramatic play); snack may be included

11:30 - 11:45 Cleanup
Activity: encourage the notion of choice with responsibility; everyone assists with cleaning up and then washes hands

11:45 - 12:15 Journal writing (may be a shorter time period earlier in the year)
Activity: focus children on the function of print; for the more skilled readers, more complex material may be introduced

12:15 - 1:00 Lunch/Outdoor play
Activity: encourage group interaction; exercise gross motor skills and experience change in environment

1:00 - 1:30 Whole Group (may include one subject area or an integrated approach of several subjects; the project involved will dictate subject matter)
Activity: social interaction of group with sharing of news and views; group activity/discussion may be necessary for subject/concept project

1:30 - 2:00 Literature/English language arts
Activity: discuss a story/stories; then do a literature extension activity/project; children may work in groups or alone

2:00 - 2:45 Art, music, physical education/health
Activity: offer children opportunities to interact to develop projects in art, music, physical education/health

2:45 - 3:15 Outdoor activity
Activity: exercise gross motor skills and cooperative group play; experience a change in environment

3:15 - 3:30 Departure
Activity: evaluate activities in terms of choices and outcomes; discuss plans for next day

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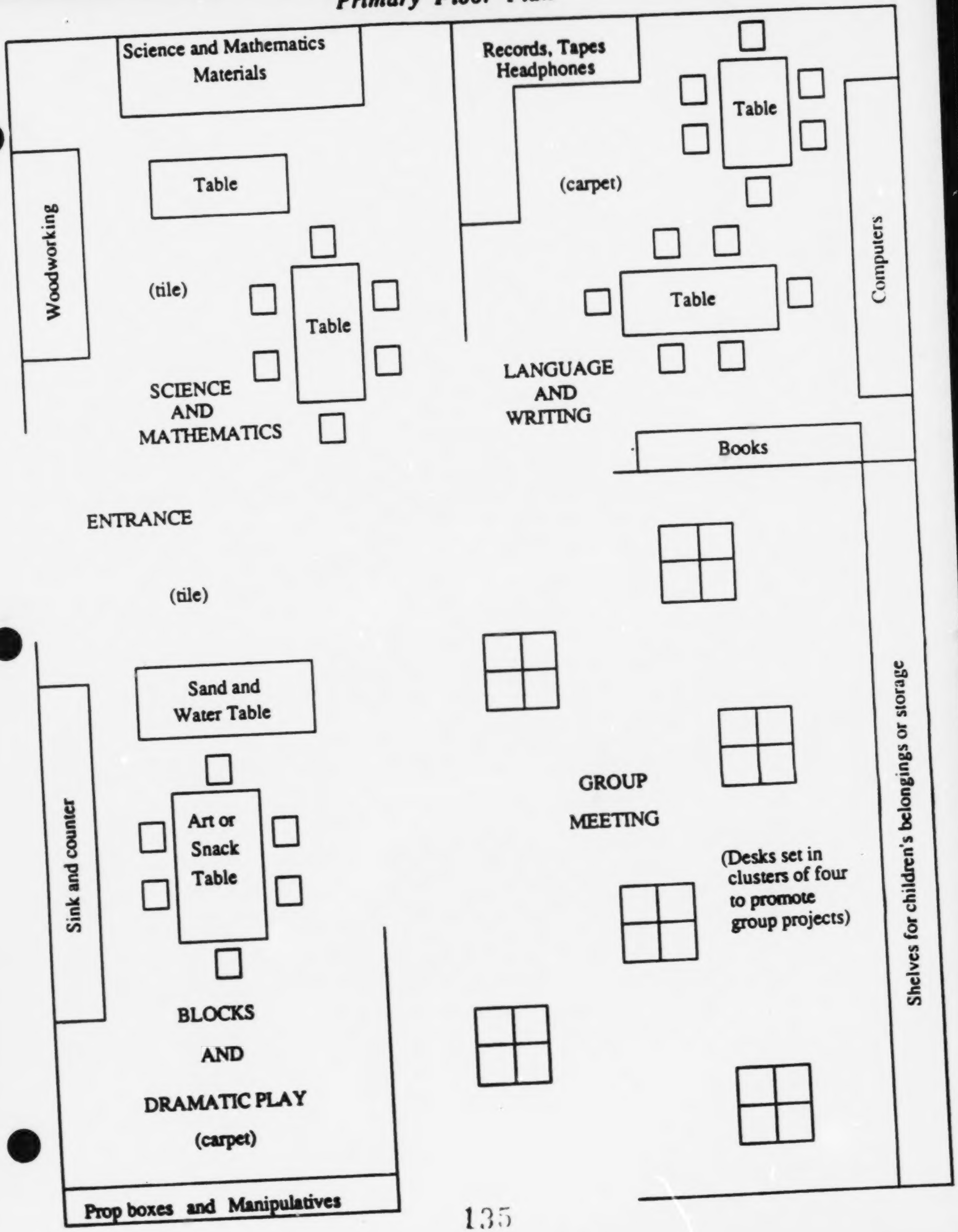
***Minimum Standards states that for grades one through six, eleven hundred minutes per week must be provided in English language arts, health, mathematics, reading, science, and social studies. Foreign language instruction may be included in the eleven hundred minutes. Two hundred twenty minutes is the amount to be provided on a daily basis, per five day week. In addition, two hundred minutes per week must be provided in the areas of art, music, and physical education. Forty minutes is the amount to be provided on a daily basis, per five day week. Minimum standards does not prescribe the method in which the subjects are presented. As noted in the schedule above, two hundred fifty minutes each day include the areas of English language arts, health, mathematics, reading, science, and social studies. Forty minutes each day include the areas of art, music, and physical education.**

Primary Floor Plan


Science and Mathematics Materials
Records, Tapes Headphones
Table
Woodworking
Table
(carpet)
(tile)
Table
Table
Computers
SCIENCE AND MATHEMATICS
LANGUAGE AND WRITING
Books
ENTRANCE
(tile)
Sand and Water Table
GROUP MEETING
Shelves for children's belongings or storage
Art or Snack Table
Sink and counter
(Desks set in clusters of four to promote group projects)
BLOCKS AND DRAMATIC PLAY
(carpet)
Prop boxes and Manipulatives

ORGANIZATION OF TIME

- The daily schedule allows for children to make choices and follow through with activities.
- There is a balance of small and large group instructional activities. Children are able to interact with peers socially.
- Time periods allow children opportunities to engage in sustained reading and writing.
- Content areas not relegated to one time period, but integrated throughout the day.
- Ample time to allow for exploration, investigation, and discussion follow through on projects.
- Daily outdoor play is provided for all children.

ORGANIZATION OF MATERIALS

- Materials in the primary environment are relevant to children's interests and daily lives. They are manipulative, concrete objects and are physically accessible to children in a variety of pleasant learning areas or work spaces throughout the day.
- Tables that are primary size are available to accommodate individual work, small groups, and large cooperative learning centers.
- Materials include objects and equipment that can be successfully used by the varying range of fine motor coordination in any given group of learners. These may include arts and crafts materials, science equipment, woodworking tools, and objects for dramatic play or story creation.
- The following list is representative of the kinds of materials and equipment found in a developmentally appropriate primary classroom. While grouped under domains, all materials may be used in integrated learning.

  Cognitive Domain

  Counters
  Cubes
  Interlocking cubes
  Base ten blocks
  Connecting links
  Discrete and continuous measuring materials
      clips
      cubes
      rice
      sand
      water

- Puzzles
- Attribute blocks
- Pattern blocks
- Geometric models
- Measuring devices
  - rulers
  - scales
  - balances
  - trundle wheels
  - calipers
  - measuring cups
  - measuring spoons
- Household items
  - paper clips
  - egg cartons
  - buttons
  - playing cards)
- Money
- Clocks
- Watches
- Timers
- Calendar
- Newspapers
- Magazines (*Ranger Rick, National Geographic World*)
- Cards
- Board games
- Simple microscopes
- Large indoor and/or outdoor thermometer
- Magnifying glasses
- Magnets
- Prisms
- Hand mirror
- Funnels and scoops
- Aquarium
- Materials for planting (soil, seeds)

Language and Literacy

- Well-stocked library including fictional and non-fictional books
- Children's journals and/or writing folders
- Audio tapes
- Flannel boards
- Language experience charts and stories
- Functional print in centers (signs)
- Materials for writing
  - paper
  - pencils
  - markers
  - editing materials

        - teacher or child made dictionaries
        - thesaurus word walls
        - material for publishing books
    - Art materials to allow for open-ended seat work assignments and expressive arts activities
        - crayons
        - chalk
        - water-based markers
        - watercolor paints
        - tempera paint
        - glue sticks, glue and paste
        - brushes of various sizes
        - scissors, both left and right handed
        - various kinds and sizes of paper (construction, newsprint, computer)
        - paper punch
        - stapler
        - easel
        - paint shirt
        - ingredients for art projects
            - liquid starch
            - detergent
            - food coloring
    - Other open-ended materials
        - paper bags
        - yarn
        - ribbon
        - string
        - thread
        - fabric scraps
        - empty cans
        - foil
        - saran wrap
        - wall paper
        - spools
        - bottle caps
        - socks
    - empty plastic bottles
- Expressive arts materials
    - music and rhythm instruments
    - autoharp
    - guitar
    - record
    - tapes
    - recorders
    - headphones
    - bells
    - scarves and other materials for creative movement

Physical/Motor Domain

Balls of various sizes and materials
Parachute
Ropes (jump, climbing)
Balance beam
Paddle ball bats
Bean bags
Hoops
Target equipment (ring toss, nets for balls)
Scooter boards
Floor mats for protection
Record player, activity records
Plastic cones
Climbing equipment
Stop watch

ADULT INTERACTIONS

- Adults serve in a facilitative and guiding role in the learning process by careful selection of materials, content, space, and use of time throughout the day; ongoing observations of each child's development and interactions with materials and peers; analysis of observations to determine relevant goals and subsequent needs; and feedback to each child and groupings of children to redirect or refocus activity.

- Adults actively interact with children on a one-to-one basis to assist or model specific skills.

- Teachers may guide children to make choices or encourage independent choices.

- Adults actively participate as group members to model and encourage cooperative learning.

- Teachers guide children according to the individual needs of each learner and the complexity of various projects. Children are encouraged to work both cooperatively with peers and independently, depending on the nature of an activity or project.

- Adults may guide children to provide constructive feedback and evaluation of each other's work.

- Adults provide assistance or modifications for children with special needs to help them participate in the typical environment as much as possible.

- Adults guide children's involvement in projects by responding to ideas and questions, engaging them in discussions and challenging their thinking in a positive tone.

INTEGRATED LEARNING

Child development in the early years is holistic. All domains are integrated; development in one domain influences that of another. Development cannot be compartmentalized. To compartmentalize discourages the adult from seeing the whole child and understanding development across all domains.

Approaches to learning and instruction, like development, must also be integrated during the primary years. Learning is an active process. When children learn with integrated curricula, they are able to apply learning to new situations, reflect on their experiences, and add to their knowledge. If educators focus too much on content, the learning process may be overlooked. Instead, content areas and instruction can be naturally interrelated as they are in life.

The graded course of study used by most school systems is divided into curricular areas of instruction. However, the curriculum can be integrated by using the graded course of study as a *guide to content*. Educators can assess ability levels and follow a sequence for conceptual and skill development through use of the course of study and basal textbooks. How it is applied in actual practice relies on the following issues:

- adult planning of projects and activities that require abilities and concepts from two or more content areas
- selection of adult strategies that guide, facilitate, and assist active participation by children
- organization of the classroom environment with consideration for space, time, and materials
- selection of developmentally appropriate and manipulative materials

Interactive Integrated Learning Areas

Book and Listening Area
A quiet place with books, display shelves for children's writing, tapes, records, headphones, and soft cushions, this area affords children opportunities for reading, author study, and audio-instruction

Expressive Arts
This content area provides the opportunity for children to manipulate various forms of art media in an open-ended way, allowing for both process-oriented and product-oriented activity. Art materials are found on open shelves and include crayons, markers, chalk, tempera paint, watercolor paint, mural paper, drawing paper, construction paper, clay, and scissors. Included in this area may be a woodworking table for construction projects (rocketships).

Music is part of the daily routine as well. Children are provided with opportunities to listen to and perform music. Music materials such as instruments, recordings, and headphones are available and accessible.

Writing Area
The purpose of this area is to provide children with a quiet space to write creatively. Materials include lined and unlined paper, pencils, erasers, templates, and letters and numbers on display.

Drama Area
This area is where imaginative play and dramatization take place. The materials vary, according to the unit of study. Clothes, props, puppets, puppet theatre, and other items are available to extend literary experiences. Some classroom environments may have a dramatic play area, while others may be limited to a corner trunk, full of creative materials.

Math Area
This area offers opportunities for building, exploring, and refining mathematical concepts. Materials included in this area are building blocks, geoboards, attribute blocks, tools for measuring, items for sorting and classifying, and construction manipulatives. In addition, the area may include a computer.

Science Area
The purpose of this area is to provide opportunities for children to explore scientific concepts through real experiences. Pets, plants, objects from nature, science books, and magnifying glasses are some of the items found in this area. A water and sand table may be included for conceptual development (conserving quantity) and sensory exploration.

Gross Motor and Outdoor Play
Both of these areas encourage the development of gross motor skills, and provide opportunities for exercise and social play. Indoors, there is ample space for gym materials such as climbing equipment, balance beams, ball games and activities, trampolines, and tumbling mats. Outdoor play areas often include similar items, as well as swings, large climbing structures, and space for running.

Meeting Area
This area is where whole group or small group activities occur, such as story time, children's plays, sharing of projects, group discussion, and small group instruction. The blackboard is at hand with desks or tables nearby.

Integrated Curriculum Content

The curriculum is integrated so that learning in all subject areas occurs through active participation in learning centers and projects. For example, a project such as operating a restaurant may be based on a social studies activity, yet it provides planned experiences in language-literacy through oral or written plans, drawing and/or written menus and journals, mathematic calculations for costs, health and nutrition for food classifications, science in cooking foods, and expressive arts in designing and decorating menus and creative posters.

Cognitive Domain

Mathematics is included in the curriculum at the primary level through problem solving, discovery, and exploration. Adults may use a teacher's edition of a math textbook to guide the sequence and content of mathematical concepts, yet present materials through active projects, cooperative play, and discussions of relevant life situations. Manipulative materials are important to provide concrete experiences in this area. Math activities are integrated with other content areas in relevant projects such as counting objects or people, calculating basic costs, measuring, telling time, or using a calendar to observe time spans or anticipate important dates. Use cards and other hands-on games to practice mathematical concepts in a positive environment.

Science projects are based on exploration and they encourage children's active involvement inside and outside the classroom. Children explore and develop hypotheses about familiar and unfamiliar phenomena. Adults provide questions and experiments. Science projects cater to children's natural interests and those introduced by adults or through reading materials. This content area is effectively integrated with other areas by written, illustrated, or oral plans and experiments. Children may participate in projects for varied lengths of time, from days to months, depending on the nature of the project and the interest level of the learners. Daily care of plants and small pets may be part of a science activity shared by all children. Children develop cognitive skills as they learn to question, experiment, observe, and evaluate concepts through active participation, and adult direction.

Language-Literacy Domain

Adults provide a variety of enjoyable experiences throughout the day to encourage children to develop language, writing, reading, and spelling abilities. The primary goals of this content area are to expand each child's ability to communicate through speaking, reading, and writing, and to enjoy these activities. Literacy becomes a relevant tool for projects in other content areas as it is integrated into all activities. For example, adults may suggest that children create drawings and write about their activities or ideas. They may assist learners in making their own books about areas of interest or study. Adults may read aloud to children, or help children create written plans for upcoming projects. Quiet times for individual reading, writing, drawing, and cooperative activities provide variation and interest.

Specific skills (letter recognition, phonics) are taught both on a one-to-one basis and to small groups through a variety of positive activities and games. Invented spelling is acceptable. Adult guidance and models of written words for spelling are available as needed. Children learn and practice oral reading, spelling, and writing during projects that are focused on science, math, social studies, or health. Computers and typewriters are used when children show interest in them.

Expressive arts (music, art, dance, drama) are integrated with ongoing activities and projects. Primary children require physical activity throughout the day, and these activities can provide the necessary movement while simultaneously developing self-expression, large-muscle coordination, appreciation for musical and artistic abilities, and enjoyable social interaction. Materials should provide variety for all children.

Affective/Communicative Domain

Concepts from social studies content are generally the vehicle for many activities. At the primary level, goals especially address relevant social relations and the values and rules of daily social experiences. The N.A.E.Y.C. guidelines suggest that the classroom environment be viewed as a laboratory of social relations where children can explore the rules and values necessary for daily social living. Experiences help children gain understanding and respect for individual differences in their own environment and beyond. Various language-literacy, expressive arts, and physical games are integrated with this area.

Physical/Motor Domain

Projects directed towards nutrition, health, safety, and self care are developed to help children apply information to their daily habits. Content may be integrated into reading or writing activities; adult-read, child-read, or child-created stories may be about personal care. Science projects may incorporate topics from health or safety issues. The important factor is that the adult provides a relevant and experiential base for the child to learn and apply concepts in this area.

Physical activity can be easily incorporated and integrated with expressive arts activities for enjoyable experiences. Adults provide planning and supervision while allowing children to express themselves freely. Outdoor experiences can be integrated with science exploration and observation.

Guidelines for Developing an Integrated Curriculum

- The curriculum can be developed by using concepts, topics, or ideas that are selected by the children themselves or based on the children's interests introduced by the teacher.

- Adults can assist with the integrated learning process by using questions that address what the children already know about the topic and what they would like to know. Teachers can write questions and answers to display relationships between questions and academic areas.

- Project ideas are developed to integrate academic areas of the curriculum. The questions generated by teachers and children lead to specific investigations that the children want to complete. Several possible projects should be presented, discussed, and evaluated by both teachers and children. Selection of projects must meet the individual needs of children in the classroom while being age appropriate for the group. Projects may be designed for individual, small group, or entire class participation.

- Language-literacy, science, health, safety, social studies, expressive arts and mathematics are integrated through child-directed and teacher-directed activities. For example, rather than having a reading period, the children are actively involved in language-literacy activities that generate new vocabulary, spelling words, oral and written products, and self-generated reading about an interesting topic. Projects may continue over periods of days and weeks with well-planned steps generated by both children and teacher.

- Throughout the curriculum development process, the teacher is a careful observer. The ongoing observational process is critical in identification of individual and group goals and appropriate strategies.

Managing the Integrated Learning Environment

Record-keeping and Assessment

Though we advocate an integrated learning environment, we are aware of the need to maintain up-dated accurate information about children's progress within content areas. In the "Curriculum Decision Making" section, we suggested strategies for observing and recording information about children's progress. At the primary level, the same strategies can apply: anecdotal records, examples of products, periodic narratives. Individual portfolios containing this information help the teacher track progress within content areas over time and can be used as the basis for future planing. Results of appropriate standardized tests and teacher-made tests complement the information used with parents and administrators.

"Placement decisions such as enrollment in school, retention in grade, or assignment to remedial or special classes should be based on multiple sources of information and should never be based on a single test score. Sources of information to consider include careful observations of qualified teachers; observations of parents and family members; and samples of children's drawings, paintings, dictated stories, and other activities at school and at home."

(N.A.E.Y.C., 1988)

For more in-depth information about the developmentally appropriate use of standardized tests, read N.A.E.Y.C.'s "Position Statement on Standardized Testing of Young Children," which is found in *Young Children*, 43(3), 42-47.

Classroom Flow and Arrangement

Managing an integrated curriculum involves arranging an environment that encourages self-directed activity with clear boundaries and expectations. Learning centers are one way to manage the physical environment. Centers should clearly define the type of activity, number of participants, and anticipated product. The teacher may choose to have the children be responsible for verifying their participation and completion at the center. The complexity of symbols guiding activity at the centers will depend on the children's cognitive sophistication.

Vignette

An Integrated Curriculum Unit

"How do seeds live? Can seeds grow way, way, deep in the ocean and make seaweed?" "How do seeds get inside watermelons?" "Hey! How do they make watermelons without seeds in them? How do seeds grow plants?" These are some of the many questions asked by Ms. Lopez's second graders.

Today seeds are the topic. As the students are thinking about the origin of seeds, Ms. Lopez writes down their questions on a piece of oak-tag titled: "Questions We Have About Seeds." Another chart entitled "What We Know About Seeds" contains such statements as "Seeds grow in gardens," "You can eat sunflower seeds," and "Carrots don't have seeds." Ms. Lopez refers to these charts constantly. She encourages the children to ask questions, and she guides the children as they form their concepts and change their beliefs. She uses their questions and comments to decide whether the children are ready for a "seed walk."

The next morning all the students go to a nearby field and collect seeds. Each student, besides carrying a collection bag, wears a large wool sock over one shoe and pulled up to the knee. It is used for collecting seeds. After returning from the walk, each student selects one seed to study carefully with a hand lens. They observe what the seed looks, feels, and smells like, and they guess how it might travel. Then each child makes a presentation to the class, which is gathered in a meeting circle. By taping the seed specimens onto a chart, the teacher keeps track of the different seeds the class discusses. After the students tally how many of each seed they found, they graph their results.

That evening after the seed walk, Ms. Lopez reflects on the differences in the children's understanding of the structure and function of seeds. She notes which children easily made observations and which ones had difficulty, which children made more obvious or more creative responses, and which children seemed comfortable or uncomfortable using the lens for examining their seeds. While planning the next day's activities, Ms. Lopez consults her notes and places the children in groups that will prompt and challenge each student.

The next day, some groups choose to count seeds that came back on their socks and then plant the seeds in large, self-sealing plastic bags and water; the groups then set the plastic bags and seeds near the windows. In the days that follow, the groups will observe the germination process carefully and compare the total number of seeds with the number that sprouted by making "ratio" graphs and by writing corresponding sentences. Ms. Lopez invites other children to compare sizes of seeds; she asks them to outline the seeds on graph paper and then count the number of graph squares that each seed covers. The students discover that there is a great diversity of sizes and shapes in different seeds and that the same kind of seed varies in size and shape.

Still other groups choose to continue working on their "seed journals" that Ms. Lopez requires all the students to keep. The children either paste in or draw the specimen and then write about three seeds of their choice, including observations shared earlier in the meeting circle. Because students of this age have a range of writing capabilities, Ms. Lopez meets with each child and discusses that individual's observations and writing. She uses both the journal entries and group presentations to monitor their understanding of concepts.

In subsequent lessons, Ms. Lopez brings in an example of a common seed, popcorn. While the children enjoy popping and eating the popcorn, Ms. Lopez reads to them from the book Popcorn by Tomie de Paola. The children are surprised to learn that popcorn has a very long history, and that Milwaukee and Minneapolis are the top popcorn-eating cities. They talk about how the Native Americans used popcorn for food and jewelry. Afterwards students make a timeline depicting the various groups that were known to have used popcorn. In centers located around the room, some groups help each other to make jewelry by making strings of popcorn and others paste seeds on sheets of paper to make art patterns. As the unit extends to the study of Colonial Americans and their crops, and then into farms and farm communities, students make a "crop" collage of fruit *and vegetable pictures taken from magazines. They enjoy composing a song about crops called "Old MacDonald Has A Garden." The students complete additional reading, writing, and mathematical assignments.*

During lessons, Ms. Lopez calls groups together and asks several activity-related questions, the answers to which should be based on students' explorations. As she records the students' responses, Ms. Lopez asks the children to clarify their answers. Eventually she introduces new vocabulary words and information; they need more time for discussion and additional exploration of ideas before the new information becomes a part of their personal understanding.

After her students have studied seeds for several weeks, Ms. Lopez recognizes that they have learned a great deal about diversity, life cycles, the structure and function of seeds, the role seeds have played in history, and their importance to communities as food and crops. The children have become adept observers; they have learned to ask each other and Ms. Lopez about these developing concepts. Ms. Lopez knows they will soon be ready to apply their knowledge and skills to other areas. With her class, she will return to the original questions and the children's answers for them. She will point out how much they have learned. The children will, as a group, write and produce a booklet on how to plant seeds and care for the seedlings. Ms. Lopez will keep notes on the progress of each child and the class as a whole. Her notes will then become source materials that will enable her to make more formal assessments for report cards, in conferences with parents, and—for the class as a whole—to Mr. Sandowski, the third grade teacher.

Source: Reprinted and modified with permission. *Curriculum and Instruction, The National Center for Improving Science Education*. Washington, D.C. 1989, page 1-2.

An Instructional Model

The following is an instructional model that complements an integrated approach to learning and is appropriate for developing and understanding new concepts and aiding students to make new information a part of their personal knowledge (BSCS 5-Stage Instructional Model).

In this model, students are actively involved in their own learning by constructing new concepts. This model is based on a constructivist view of learning.

Stage One: Engagement
Activities in this phase mentally engage the student with an event or question . This arouses the student's interest and curiosity. Engagement activities help the student to make connections between what they know and what they can do.

> In the Ms. Lopez scenario, she began by asking the children what they know about seeds and what they would like to know. These questions served to *engage* the students in the beginning of the learning process. They are a personal invitation to study.

Stage Two: Exploration In this stage the students are actively involved in hands-on activities to explore with the use of their senses. Under the guidance of their teacher, they clarify their own understanding of major concepts and skills. Although the use of concrete materials that engage the senses is important, the focus should be on extracting properties of objects and on relationships.

> In the Ms. Lopez scenario, activities on collecting, observing, measuring, classifying, organizing, drawing, and graphing seeds are categorized in the exploration phase of learning.

Stage Three: Explanation In this stage, students explain their understanding of the concepts and processes that they are learning. The teacher acknowledges their interim understanding.

> Ms. Lopez in the scenario, met with children individually and in small groups to ask questions based on their explorations and to monitor their level of learning. She asked students to clarify their answers. She introduced vocabulary and information to help students develop their concepts. When needed, she modified or developed additional activities to give more assistance or opportunities to certain students.

Stage Four: Elaboration In this stage, students are involved in applying what they have learned to new situations. They use their understanding of concepts to extend their knowledge and skills in new experiences.

> In the Ms. Lopez scenario, the students apply what they have learned by writing a class booklet that will cover taking care of any type of seeds. Composing a garden song and dramatizing the growth of seeds are all examples of application level learning.

Stage Five: Evaluation In this stage, students assess their own knowledge, skills, and attitudes. These activities can also be outcomes that a teacher can use to measure a student's progress.

In the Ms. Lopez scenario, evaluation occurred throughout the learning activities, not just at the end of the unit. She met with students individually, they had to do presentations, and they had written assignments. Ms. Lopez kept written anecdotal information on the students to use for assigning groups and for monitoring learning.

Curriculum Framework

Like the previous two sections, we have organized the following section into developmental domains. Unlike the previous age ranges, it is necessary to interface the developmental domains with the traditional curriculum content areas defined for the primary years. Consequently, the user will note the sense of integrated curriculum within this framework. The science and math content areas are addressed within the Cognitive domain. The reading, writing and expressive arts content areas are subsumed primarily under the Language-Literacy Domain. Social studies and expressive arts are incorporated into the Affective-Communicative domain. Finally, health, safety, physical education, and movement are within the Physical-Motor domain. Nonetheless, integrated curriculum development includes *all* content areas and *all* domains.

Cognitive Domain

The **GOALS** in this section outline the scope of cognitive development. They are not beginning points in involvements with children. All goals are developmental and are meant to be constructed by other children through their interactions with adults, other children, appropriate manipulatives, materials, literature, and daily situations. The emphasis is always on encouraging exploratory learning, intuitive thinking, and informal processing. Involvements described in the **PROCESS, LEARNING EXPERIENCE**, and **ADULT INTERACTION** sections are to emphasize the development of reasoning and problem solving. Classrooms, to this end, must be places where interesting problems are regularly explored. Moreover, children should be exposed to numerous and varied interrelated experiences that encourage them to value problem solving and to understand and appreciate the role thinking plays in their daily lives. Embedded in these goals is the notion that instruction should persistently emphasize doing as well as knowing. A child will gather, discover, and create knowledge in purposeful involvement.

Activities designed to develop science skills and an understanding of technology are essential to the primary curriculum for six-to-eight-year-old children if they are to gain an understanding of the world in which they live.

By their very nature, children within this age bracket exhibit the characteristics of true scientists. They tend to ask unending questions, love to explore, and have a natural curiosity that enables them to absorb and process information at an amazing rate.

It is vital that ample opportunities are provided for first-hand exploration of the wonders of nature. Children need to experiment with real materials. They will increase sensory imagery by touching, feeling, tasting, smelling, hearing, and seeing. It is important for children to verbalize these experiences in order to broaden their spectrum of scientific knowledge.

Children must be encouraged to make contributions to the scientific field. Provide ample opportunities for free time as well as for directed exploration. Discuss personal contributions and those of their classmates. Observation, questioning, and experimentation are imperative if children are to learn the why's and how's regarding specific happenings. Hands-on opportunities make science activities developmentally appropriate for children.

Language-Literacy Domain

The primary school years are crucial for supporting the development of language and literacy. Although most children enter the primary grades with fluent speech and grammatically appropriate language, oral language development continues, although in a less dramatic fashion than in the three-to-six-year range. Children will continue to refine their articulation of sounds. (Many younger primary children still encounter difficulty with the "r" sound). Use of grammar to convey more sophisticated understanding of language develops. Children will come to understand and use an expanding vocabulary as they explore new concepts and ideas, particularly through literature, social studies and science. Children continue to develop functional usage of language to state their needs, explore new ideas, expand their imaginations, and maintain social interactions. These major functional uses of language should become the framework from which curricular experiences are developed for primary-age children.

These same major functions (to express needs, to explore new ideas, to expand imagination, and to maintain social interactions) further become the framework on which to build children's literacy learning. In fact, oral and written language development occur together. Written language develops from children's use of oral language. Each supports and clarifies development of the other. The language arts—speaking, listening, reading, and writing—must be taught in an integrated manner. Children develop these abilities best when they are given sustained opportunities to speak, write, listen, and read while engaged in exploring their world.

The overall goal of the primary language arts program is to help children develop as confident, autonomous language users. Children develop this ability through immersion in language. They will develop best when they are encouraged to take risks: to read real books, to write ideas, to ask questions and to share opinions. During the primary years children will develop much conventional language usage in reading and writing. However, teachers of this age group must remember that too early emphasis on conventional usage reduces children's risk taking ability. For example, if children's early writing must conform to correct spelling, children will write only the words they know how to spell, missing opportunities to explore new writing vocabulary. Supporting language experimentation is the best means of facilitating language and literacy development.

Some children may enter the primary grades with a style of language different from that of middle class children and the school. It is important for teachers to be aware of differences in children's use of language. For example, in mainstream families, children are often asked simple questions that help clarify their experiences. Children from non-mainstream families may find it strange that a teacher asks a question for which the teacher already knows the answer. Further, some families may encourage much child talk and/or creative story telling while other families may emphasize truthful stories and/or may not be as facilitative of child speech. Children whose language usage is different should not be viewed as being atypical or delayed in language. It is important for teachers to understand that children have different patterns for language usage, respect these patterns, and build bridges between home and school language usage.

This holistic and integrated approach toward language learning does not mean that skills will not be taught. Good teachers will teach skills to children. However, skills will be taught within real language situations and will be taught to help children become more independent language users. For example, a primary teacher may plan a lesson to help children develop awareness of long and short vowel sounds. He or she should introduce the lesson by telling children they will learn how to recognize when a vowel may be long. Rules and examples will be shown. Children will have an opportunity to use the rule as they read words illustrative of the rule in a story. Children will develop knowledge of the rules but, more importantly, a sense that this knowledge can help them read and write more independently. Helping children develop autonomous reading and writing abilities is the only reason for teaching skills. Further, primary children need to understand that phonics is only one strategy useful in sounding out words. Thinking about words in context and making inferences are other useful strategies children need to develop. Risk-taking in written language experiences should be encouraged.

Teachers can decide which skills to teach by carefully examining courses of study to choose skills most relevant to their children's development. Skills should be matched to growing abilities the teacher observes in children. For example, second graders who are beginning to write dialogues in their stories would find information on quotation marks helpful at that time. Deciding what and when to teach skills requires teachers to function as decision makers, matching skills to the needs of their students. Knowing when to function as a facilitator allowing children to explore language, and when to engage in direct teaching is as important with primary teachers. Asking how one can help children develop as confident, autonomous language users should help teachers answer this important question.

The expressive arts are integral components of a basic education curriculum for all students. They expand children's ability to express emotion.

Throughout the processes of visual, auditory, tactile, and kinesthetic expressive arts experiences, children learn to utilize problem-solving skills in order to develop their senses, build strength and control with regard to their own bodies, and verbally share ideas with peers. Concepts as related to art and music theory, awareness of materials and instruments, and technical functional skills become further refined as children progress through various stages of development.

In general, children who are six-to-eight-years of age begin to ask more questions with regard to peer opinion, become more independent with regard to self-care, and place additional importance upon peer friendships. It is imperative that expressive arts experiences be included within the basic curriculum in order to foster personal development, self-evaluation, and growth.

Affective-Communicative Domain

Primary social studies, health, safety, and the arts, are often diminished to brief periods of time during the school week (Tuesdays and Thursdays from 2:20 - 2:50 p.m.). This separation of content from other aspects of the primary curriculum is a disservice, not only to the critical content of children's social and affective education, but to the potential for thematic integration based on content-related units. Social studies is defined broadly in order to incorporate the affective-communicative domain.

Major social studies goals for six-to-eight-year-old children, including enhancing self-esteem, awareness of families and communities, growing knowledge of geography and culture, and participation in decision making, problem solving and other roots of democracy, should be pervasive in the primary child's day. These critical affective and cognitive themes can provide a context for other important learning. In fact, little meaningful learning will occur in any subject matter area unless children's basic needs are met, including the need for a healthy self-esteem and sense of belonging to the group.

More time in the busy elementary day can be made for social studies through the use of integrated units. Integrated units have language arts, music, science, and expressive arts all utilizing the social studies theme for the basic content of developmentally appropriate and culturally inclusive activities. Examples of appropriate units for the primary grades include "Celebrating Individual Differences" (including at least two weeks on disability awareness activities), "Families," "Farms and Rural Communities" (which can be expanded into a "Harvest" unit as an alternative to the often stereotypic Thanksgiving activities in November and focused on intercultural celebrations of the harvest), "Neighborhoods and Urban (or Suburban) Communities," "Earthkeeping and Ecology" (including recycling and preservation of limited resources), "Endangered Species," and selected, in-depth studies of one country ("The Netherlands," "Nigeria," "Japan," or "Guatemala"). Activities can include pen pals, exchanges with a partnership school in the country studied, guest speakers, authentic resources from the focus country, geography skills, and learning phrases in another language.

In order to fully develop integrated units around the themes listed above, or other social studies-based primary units, the physical environment must be as flexible as possible. Tables or desks should be arranged so that ample space is available for a large- and small- group discussion area with a rug if the room is not carpeted. A community projects area is also helpful, and serves as a place where children have access to changing large and small manipulatives for theme-related, child-initiated projects (building a city, making a three dimensional map, working with scale and comparing cultural artifacts). Globes and maps should be readily accessible, at child's level for frequent use, including at least one teaching globe with only land and water and topography represented and one up-to-date political globe for looking up countries that children have heard about at home and from the news.

Other environmental recommendations including a writing and expressive arts area in which children can easily obtain writing and visual arts materials and have a work space for individual and small group projects. It is also recommended that children's work be displayed, and that children work with teachers in creating bulletin board and hallway displays, including murals and interactive displays. If computers are available in the classroom, social studies and map and globe software should be used. Culturally inclusive pictures, books, records, tapes, and other multicultural materials should be obvious in the environment, and should include pictures and books about differently-abled children and adults. NAEYC's *Anti-Bias Curriculum: Tools for Empowering Young Children* has many other recommendations for the environment and primary curriculum.

Whenever possible, have children chronicle the various activities and experiments undertaken as part of the integrated social studies units. For example, in a farm unit children can observe and participate in all the steps used in making cloth, from sheep-shearing, carding wool, making yarn, dyeing yarn, weaving cloth, and sewing with homespun cloth. Children can draw pictures and write about each stage of this developmental activity. Other farm-related activities, which can also be incorporated into the "needs of all members of the human family," include making butter and bread from raw ingredients (churning butter and making flour), making a garden (in the windowsill if outdoor space is limited) or, optimally, in part of the school grounds, and even "marketing" produce (having a mini farmers' market in the school gym or outside).

Other activities that can integrate any social studies-based unit include drama, having children write and edit a class newspaper, making posters, or writing letters to the editor or to elected people (accessibility issues, endangered species, homelessness and local hunger, recycling, pesticide use, or preventing child abuse). Such activities are often met with great enthusiasm by even young students, and can provide reality-based early experiences in participatory democracy (the underlying citizenship component of social studies).

In the primary grades, social studies can provide a strong anti-bias and multicultural context for enhancing children's self esteem, identity, expanding sense of community, affective development, and social competence. It is recommended that social studies-based themes provide the basis for integrated units which incorporate all the curricular areas and maximize children's active involvement, co-construction of learning, and opportunities to take many perspectives. (Refer to *Anti-Bias Curriculum*)

Physical-Motor Domain

Physical education and health experiences must be incorporated into the primary curriculum in order to further develop mind and body integration. Such experiences must meet the developmental needs of the six-to-eight-year old learner in order to accomplish a sequential progression and balance with regard to physical fitness and energy levels, refinement of basic motor skills, leadership opportunities, and consolidation of the cognitive, social, emotional, and physical domains. Sound nutrition, exercise and fitness, and personal hygiene are additional areas necessary to ensure holistic development with regard to physical education and health.

As children develop competence in physical skills, their strength, speed, flexibility, and precision increase. In addition, binocular vision improves, farsightedness is overcome, hearing acuity increases, and endurance is strengthened through physical education.

Major objectives within the curriculum include but are not limited to sensory-motor integration, acceptance and trust of others, contributions to cooperative group efforts, awareness of body parts, extension of physical capabilities, motoric control of specific objects, and the effect of the body upon the environment.

(Derman-Sparks, L. (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children.* Washington, D.C.: National Association for the Education of Young Children.)

TRANSITIONS: SIX TO EIGHT YEARS

Transitions for young children occur at two levels: movement from one activity to another within a familiar environment and movement from an familiar environment to a new and different environment. Both require careful planning and cooperation among adults to assure smooth and positive transition experiences for the children.

Movement from one activity to another within a familiar environment

Adults can facilitate smooth transitions for primary children throughout the day with careful planning. Time is not scheduled into predetermined segments for individual content areas, but rather is used to allow children to engage in activities and instructional situations that are integrated across content areas and guided in length of time primarily by children's engagement in the activity. Adults carefully plan and guide use of time to provide a predictable set of routines and a sequence to each day. Children are able to have a sense of the next activity and can prepare for that while learning to complete a task or cleanup before going on.

The schedule has flexibility to allow children who finish a task to use their free time constructively and to make choices in their use of time, with teacher guidance as needed. Adults guide transitions by consistent signals, cues, or verbal directions, and help develop self-direction and independence in each child. Adult support and assistance is needed less and less, yet is provided for individual children as required in specific situations.

Older or more experienced children model transitional behavior for their younger or less independent peers. Transition skills include self care, care of all materials and possessions, selection of appropriate materials and equipment, independent mobility within areas of classroom and throughout school building, and constructive and creative use of time between scheduled activities.

Movements from a familiar environment to a new and different environment

Adults help transitions as children move from one grouping or program to another each day (first grade to after school care, mainstreamed classes to special resource room for reading assistance) or as they graduate from one primary classroom to the next (first to second grade).

Preparing children for transition by

- visiting the new program, group, or building
- meeting staff and children
- discussing and practicing routines
- discussing children's anticipations
- listening and responding to children's fears

Providing communication between staff at different programs or buildings by

- visits to settings to observe and become familiar with programs
- meeting about specific family and child needs
- phone or written communication about family or child needs
- cooperating in sharing relevant information or providing resources for families and teachers

Provide continuity in program content, environments, and adult strategies through developmentally appropriate practice

- using guidelines for developmentally appropriate practice for six to eight environments can assure a predictable set of expectations for transition to the environment
- adults familiar with developmentally appropriate practice for subsequent environments can prepare children in their settings to develop relevant competencies for the next environment
- families are informed (through conferences, visits to current and future environments and resources of expectations for subsequent programs and environments)
- families and staff work cooperatively to prepare children for transitions to new environments

DEVELOPMENTAL CHARTS AND VIGNETTES

6 - 8 YEARS

COGNITIVE DOMAIN

GOAL	PROCESS
Patterns	Explore patterns in events, literature, shapes, designs, sets, dance, and rhythms
Number sense and numeration	Explore and construct number meanings through manipulative experiences. Construct an understanding of our numeration system by exploring counting, grouping and place-value concepts Develop number sense through solving real number problems Explore cardinal and ordinal numbers Learn about, experience, and verbalize concepts showing inequalities Discover patterns generated by skip counting

LEARNING EXPERIENCE

Variety in media and materials to explore for pattern recognition (art, nature, shapes)
Models, intuitive thought and language
Quantity explored
Set grouping developed by renaming ones as tens and tens as ones
Connect language to conceptual and procedural knowledge
Sets with manipulative materials
Compare discrete (counters) and continuous quantities (sand, water)
Model skip counting patterns with sets and pictures (feet for twos, traffic lights for threes, handprints for fives, spiders for eights)

ADULT INTERACTION

Provide experiences for children to discover patterns in literature, language, numbers, dance, rhythms, nature, and art
Discuss the varied use of numbers in the real world. Solve problems of "how much" and "how many"
Model groupings of ones, tens, (grade 1) and hundreds, (grade 2) and encourage children to make generalizations about our base ten system
Discuss, describe, explore, and represent mathematical concepts and relations in real life experiences and in *all* curriculum areas.
Encourage children to construct recordings of their discoveries
Relate everyday language to math language and symbols; connect informal intuitive thought to formal mathematical representations
Connect the *concrete* and *pictorial* representations to language, numerals, and symbols with explorations such as: how many legs on three children?, two spiders? how many corners on two squares?, four triangles?

6 - 8 YEARS

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
Whole numbers and logical thinking	Construct meaning for addition, subtraction, multiplication and division through manipulative experiences and informal language; link informal intuitions to pictorial representation and then to symbolic representation Relate manipulative experiences and pictures to mathematical ideas Explore and invent strategies for determining sums and differences Communicate informal and intuitive ideas about numbers in mathematics Relate mathematical language symbols for addition and subtraction to problem situations and informal intuitive ideas
Whole numbers and computation	Develop operation sense and use computation to solve problems Develop insight into number relationships by solving real problems Model, explain, and develop reasonable proficiency with basic addition and subtraction facts Use calculator and computer in appropriate computational situations Apply number sense in determining reasonableness of an answer Solve number computations with various procedures Encourage children to use mental arithmetic procedures

LEARNING EXPERIENCE

Mathematical problems constructed by the teacher and children
Examples are:
"How may fingers are at our table?"
"Seven children said they are buying lunch and thirteen are buying milk only. How can we find out if we have included everyone in the class?"
Mathematical games that involve 1 to 1 correspondence and number operations using number cards or number cubes
Activities to investigate properties of commutativity, associativity and identity of numbers (set equivalencies)
Activities in which children describe, orally and in writing their math discoveries ("This cookie is bigger than that one.")
Technology education integrated with mathematics and other content areas
Use computers and calculators to solve problems
Thinking strategies to solve numerical problems

ADULT INTERACTION

Discuss various problem situations solved through addition and subtraction; link informal intuitive thinking to procedural algorithms
Encourage children to make deductions or logical conclusions about number properties using their own language and informal thinking
Encourage children to justify their conclusions and processes
Supply appropriate mathematical language and symbolic notation to children's beliefs and discoveries; model appropriate language to children's deductions
Emphasize that the purpose of computation is to solve problems
Provide sufficient computation experiences with insight instead of rote memorization utilizing a rich variety of manipulatives
Provide a link between intuitive thought to manipulative pictorial experiences and symbolic notation
Integrate appropriate mathematical language and symbolic notation to manipulative representations
Discuss role of technology in problem solving in real life situations; awareness of what computers do and how they help people
Encourage mental mathematics and the importance of determining the reasonableness of results

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
Rational numbers	Develop number sense for fractions—experience ideas (fraction, decimals) of sharing between two, three, four people; sharing one thing and sharing many things Investigate concept for congruent parts of one and many (one-half; one-third, one-fourth) Relate money amounts to decimal notation; identify written money amounts in a pretend store, shopping center, or restaurant (Grade two)
Geometry and spatial sense (Plane - two dimensions) (Space - three dimensions)	Develop spatial sense; experience and explore large boxes, cones, pyramids; describe attributes and compare similarities and differences Explore, describe, classify, model, and construct two- and three- dimensional shapes Explore congruency, lines of symmetry (paper folding, placing equal parts on top of each other); discuss fair shares Appreciate and observe geometry in the world (art and nature) Explore concepts of perimeter and area with blocks, paper squares, painting to cover area, yarn, and other non-standard units

LEARNING EXPERIENCE

Exploration of parts of one item and parts of many items; use fractions that are useful in everyday life and easily modeled (regions, paper folding, geometric shapes, sets)

Exploration of equal and unequal parts through manipulation and experimentation, placing parts on top of each other to discover congruency

Use language to name money amounts; link language symbols (shopping, restaurants, stores)

Explore spatial relations (above, below, behind), examine shapes and objects in space

Use mathematical models and models in the real world (triangles, circles rectangles, squares, cubes, spheres, prisms and cylinders)

Explore geometric shapes and designs through folding, cutting shapes, matching halves, string art

Geometry in art, nature, photography

Examination of artists' works for geometric ideas and create art

Explore concepts for perimeter and area-NOT formulas

ADULT INTERACTION

Encourage exploration of models and language before connecting the child's discoveries with symbols; sharing one item and many items fairly (one pizza or box of raisins)

Provide language for comparing fractional parts of one and many ("your piece is bigger than mine," "we all got five when we shared.")

Model appropriate notation for money amounts with $ and cents symbols

Label costs and identify dollar amounts of real items ("Do you have enough to buy this item? Too much, not enough?")

Provide appropriate vocabulary to connect with children's own intuitive, informal language

Encourage deductive thinking about properties of shapes and about relationships between shapes; encourage language; generate discussion about similarities and differences among shapes

Encourage children to supply language to their constructions and to their intuitive understandings

Encourage expression and exploration of geometry and geometric relations

Provide many actual measuring experiences

Record results

Discuss practical applications

Utilize blocks, nonstandard units of measure, paper squares

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
Measurement (Non-standard, British and Metric)—as different ways of measuring	Utilization of arbitrary units and then numbers to describe ways to measure the environment (How many children fit around a tree, blocks, around a pumpkin, sneakers across the room, thumbs along a pencil)
Linear, mass, capacity (types of explorations available)	Use non-standard measurement (generated by children)
Through exploration, only use common units such as:	
Linear: British—inches, feet, yards	Investigate and explore attributes of length (measure with many non-standard items)
Metric—centimeter, meter, millimeter	Estimate and verify various lengths (cutting yarn to estimate circumference; verify and determine "just right", "too big", "too little")
Mass: British—ounces, pounds	Investigate and explore attributes of mass, weight, density—compare items on simple pan balances and in water displacement (cotton, rocks, fruit); sink and float
Metric—gram, kilogram	Estimate and verify magnitude of weights of various objects ("feel" different weights for comparison of "more" or "less") Explore standard units (awareness of bathroom scales, doctor's scales, food scales, grocery store scales) Develop the process of measuring mass (simple pan balance, scales)
Capacity: British—ounce, cup pint, quart, gallon	Investigate attributes of capacity (sand and water as continuous quantity)
Metric—milliliter, liter	Estimate and verify amounts of continuous quantity (water, sand)—experiment with measuring cups and spoons; deduce relationships among measuring devices; explore process of each discovery; record results

LEARNING EXPERIENCE

- Investigate and discuss measurement such as how tall or short, size, capacity and ideas about heavy and light discoveries
- Provide opportunities to practice the process of measuring and the importance of a unit of measure
- Provide items that would be interesting and worthwhile to measure. Provide materials so that children can create their own measuring tools
- Compare size, weight, and density of objects
- Explore relative masses of objects
- Balance equivalent masses
- Experiment with various scales (food scale, pan balance, bathroom scale)
- Compare different containers and explore conservation ideas with continuous quantities (water and sand)
- Use measuring cups and spoons to discover capacities of various containers (construct information about equivalent relations)

ADULT INTERACTION

- Provide appropriate vocabulary for measurement, ideas and discoveries, encourage children to verbalize and record their language
- Provide many items that measure: sand, water, rice and items with linear attributes; encourage children to determine non-standard units (sneakerful, handful, cupful, capful)
- Encourage children to hypothesize, test and generate deductions about measuring
- Record or chart children's discoveries about measurement
- Model appropriate ways to record measurements
- Supply mathematical vocabulary to ideas about length, mass and capacity
- Help children construct understanding about standard units of capacity measurement utilizing only commonly-used units
- Provide frequent opportunities for children to measure a variety of interesting items

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6 - 8 YEARS

COGNITIVE DOMAIN CONTINUED

GOAL	**PROCESS**
Time	Perceive time as sequenced events (day, week, month, season, year) Explore instruments for measuring time: clocks (digital and standard), stop watches, sun dials, hour glasses, and egg timers Tell time to the hour, half hour and minute, relating digital to standard
Money	Ideas related to money usage Identify coins (front and back) Sort coins: big or little; silver or copper; shiny or dull; pennies or not pennies Identify and explore equivalent values of coins Match money amounts to priced items (store and restaurant centers) Count money ("How much is it worth?") Develop a beginning concept of saving and spending Develop money sense

LEARNING EXPERIENCE

- Examine various media depicting different times, seasons (media, art, and the natural environment)
- Examine time instruments and make generalizations about minutes and hours
- Read time from different instruments
- Model equivalent amounts of money (nickel equals five pennies)
- Provide real or play coins and bills to construct and county money amounts
- Role play shopping, managing a store, restaurant
- Discuss banking and saving money

ADULT INTERACTION

- Help children to use appropriate language in describing events along a continuum
- Create pictorial time lines of the day's events through photos and art work of children depicting their morning, noon or afternoon
- Model appropriate ways to record time and keep track of passage of time
- Create personal time lines with "all about me" photos
- Awareness of time on microwaves, timers in games, on stop watches, ovens, etc.
- Reinforce appropriate naming of money amounts
- Reinforce counting and counting-on by one's, five's, ten's and twenty-five's to represent counting coins
- Help children supply labels for money amounts (language and symbols)
- Relate money to real life experiences (buying lunch, school supplies, presents)
- Read books utilizing money concepts

6 - 8 YEARS

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
Knowledge of scientific principles, relationships	Develop inquiry skills Identify and use the scientific method Develop problem-solving skills
Understanding of constants in the physical world	Ability to interpret observations Ability to classify, measure, guess, infer, analyze
Understand basic science principles (physical, earth, ecology and environment life) as they relate to their own lives	Properly record observations and data obtained Identify, name, describe, etc. in relation to specific science area (earth, ecology)

LEARNING EXPERIENCE

- Conduct simple experiments based on own explorations
- Explore related literature, media
- Investigate conflicting knowledge
- Share experiences, thoughts with peers
- Discuss current knowledge with past knowledge; determine connection
- Explore careers in science
- Explore the environment
- Question existing, current knowledge
- Whole class activities; small group activities; individual activities or experiments or investigations
- On-going science center
- Graphing or charting changes
- Explore environmental properties

ADULT INTERACTION

- Create science interest area
- Provide atmosphere to induce creative thinking
- Provide opportunity for science knowledge, facts to be explored and developed
- Lead discussions
- Provide current literature, data
- Model role of tolerance
- Encourage scientific exploration
- Provide safe environment
- Explore community through field trips (natural science museums, factories, conservatories, laboratories)
- Invite visitors to classroom
- Actively participate with children in experiments and science activities
- Listen to discussions without judgement
- Support inquiring
- Supply resources and materials for explorations

A sampling of themes to be incorporated into science program

- Animals
- Basic Chemistry
- Body parts
- Conservation
- Ecology and environment
- Electricity
- Energy
- Light
- Machines
- Magnetism
- Motion
- Oceanography
- Plants
- Science centers
- Seasons
- Solar System
- Sound
- Space exploration
- Substance abuse
- Temperature
- Weather

6 - 8 YEARS

LANGUAGE-LITERACY DOMAIN

GOAL	PROCESS
Functional language development (Concurrently developing abilities)	Use language to express needs, to obtain what is needed, to solve problems, to communicate self to other Explore new ideas through oral and written language Develop understanding of new concepts in literature, social studies, and science

LEARNING EXPERIENCE

Daily classroom interactions
Group work; problem solving within context areas
Literate environment including books, stories posters, library corner
Schedules, posted routines
Learning centers (children interact with print to follow directions)
Problem solving to plan for events, charting to record problem-solving processes
Journal writing as a means of personal expression
Reading, listening, writing, and speaking to find out about the expanding world
Books, media, and experiences to find out about the world
Locate needed information, skim, read for detail
Read to find answers to questions
Provide information to classmates through oral and written language
Develop questions to define research
Develop reports involving oral and written language
Expressive arts, drawing, painting, acting out new ideas as well as preparing informational books

ADULT INTERACTION

Model active listening
Model need fulfilling speech
Encourage children to use words to solve problems
Provide for cooperative groups in which children work together
Prepare literate environment that allows children to use reading and writing to maintain independence during the day
Elicit and record children's ideas through questioning, help children expand ideas
Respect varied opinions
Encourage child-child dialogue
Dialogue with children's ideas through journal responses
Provide resource material
Provide information on research skills, locating materials, and organizing information as needed.
Encourage children to find out what they want to know
Provide readable materials
Have children read and list facts and information
Demonstrate how information can be organized
Provide opportunities for cooperative research and opportunities for sharing of work
Demonstrate through language experience charts and semantic mapping ways of organization
Provide expressive opportunities for children

6 - 8 YEARS

LANGUAGE-LITERACY DOMAIN CONTINUED

GOAL	PROCESS
Functional language development	Explore new ideas: develop increasing vocabulary Develop an enthusiastic attitude about using new words Engage in imaginative opportunities Aesthetic appreciation of children's literature Use language to maintain interactions

LEARNING EXPERIENCE

Use new words as introduced in class and in content-area work
Skits to act out word meanings; word sorts, categories of word activities
Personalize meaning
Relationships of words (class inclusion super and supra ordinate categories
Journal writing center
New vocabulary in daily writing activities
Word games such as acrostics, crossword puzzles, word searches
Play and practice with new concepts
Reading and language time listening to, reading, and reacting to children's literature and poetry
Listen and respond to children's literature and poetry
Language Experience Approach to extend story knowledge
Three levels guide (Stauffer Directed Reading and Thinking Activities (DRTA))
Read and respond to children's literature
Engage in thinking about literature
Comparisons of works by same author
Opportunities for discussion and visualization (charts, etc.)
Similarity and differences in stories
Opportunities to use both oral and written language to communicate with others
Letter writing to friends, family, pen pals, to get information

ADULT INTERACTION

Introduce vocabulary learning as an exciting way to organize new knowledge
Use semantic mapping to show interconnection of ideas
Choose relevant new words for study
Provide opportunities for children to use words in oral and written activities
Develop charts of new and interesting vocabulary words
Provide content area dictionaries (word lists arranged topically)
Provide journals at learning centers in which children record observations
Demonstrate interest in books
Provide opportunities for children to read, reread and discuss from a wide range of children's literature and poetry
Read to children daily
Provide opportunities for interaction
Encourage predictions
Ask divergent questions
Encourage retelling and dramatization
Incorporate music, poetry
Schedule daily sustained silent reading
Arrange for groups to read stories, engage children in text (see above suggestions)
Questioning, discussion, art projects to help children develop intuitive awareness of story schema
Model letter writing
Model sharing of thoughts
Develop atmosphere of community of learners

LANGUAGE-LITERACY DOMAIN CONTINUED

GOAL	PROCESS
Developing written language abilities	Word identification skills: ability to identify unknown words Ability to read extended text fluently Ability to develop fluency for reading enjoyment Develop ability to comprehend reading material

Note: Comprehension does not develop as discrete skills are mastered, but rather through the continuing process of reading and thinking about what one is reading. Comprehension is facilitated through teaching strategies which support children's prediction, organizing, and interacting with text. Divergent questioning allows children to make the text more meaningful.

LEARNING EXPERIENCE

Context and semantic clues to understand unknown words
Phonics as a tool to help decode unfamiliar words
Practice skills while reading in context
Knowledge of consonants, letters and sounds
Knowledge of short vowels, long vowels, silent, vowel digraphs, dipthongs (oy, au, etc.) and controlled vowels
Knowledge of syllables to help in word identification
Read appropriate text with enough fluency to ensure comprehension
Practice chosen test for fluent reading
Read to peers, self, adult
Tape record reader
Choral reading
Reading in pairs
Reading to find a purpose
Practicing a favorite text to develop fluency
Frequent opportunities to read
Read quality stories and discuss reading with others
Connect information read with previous knowledge

ADULT INTERACTION

Encourage informed guessing
Cloze procedures
Teach phonics as skills for autonomous learning
Teach explicitly; allow children to practice in context
If using a basal program, choose those skills necessary from the many presented

Note: The amount of time spent on teaching word attacks skills should be limited. Involving children in extended reading opportunities facilitates reading development for more than an extensive emphasis on phonic rules. This is especially true for children having difficulty. -To read better, children need to read.

Use assisted reading to help child or children read text with support

Note: Round-robin reading as typically practiced in reading groups, does not enhance fluent reading development. Each child reads very little extended text when this format is used.

Demonstrate enthusiasm for reading
Choose interesting books
If using the basal, choose stories of interest to children
Rather than following basal lessons as scripts, teachers use divergent questions, DRTA (Three Level Guide), reciprocal questioning
Construct study guides to aid development of reading
Begin lessons with pre-reading in which teachers encourage children to think about their prior knowledge of the topic

6 - 8 YEARS

LANGUAGE-LITERACY DOMAIN CONTINUED

GOAL	PROCESS
Written language abilities	Ability to express ideas through written language Spelling develops as knowledge of writing develops

LEARNING EXPERIENCE

Read as a strategic process, a meaningful experience
Brainstorming
Scientific maps
Anticipation guides
Use their own background knowledge to make sense of new material
Expressive arts activities to make sense of their reading and extend their learning
Develop questions
Set purpose for reading
Dramatics with puppets
Rewriting story endings
Drawing and painting
Response journals
Comparison stories
Build upon what they already understand
Written language to develop their ability to write their own messages
Sustained daily writing, including journal writing
Younger primary children's written messages comprised of both drawing and writing
Older primary children engage in process writing including activities to rehearse, draft, edit, and revise their work
Class sharing and discussion of drafts
Writing skills (punctuation, capitalization) learned within the context of writing meaningful text
Invented spelling in drafting
Correct spelling when publishing
Word walls and dictionaries as spelling references

ADULT INTERACTION

Facilitate child involvement in thinking about reading content
Facilitate expressive arts related to reading content
Implement a process writing program
Read books and poetry that supply examples of writing children might incorporate in their work
Provide materials and time to allow for art or writing opportunities
Allow children ownership of written topics
Engage children in both content and process conferences
Provide for class sharing and discussions of drafts
Assist children in editing and publishing
Use current children's work as a means of determining skills that will be taught
Use language experience approach to model written language conventions
Understand developmental progression of invented spelling, provide information and instruction to child at appropriate times to facilitate this development
Use word walls and dictionaries to motivate interest in spelling
Evaluate spelling as indicative of growth of written language knowledge

6 - 8 YEARS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Appreciation of expressive media (art, music, drama, poetry, dance)	Understand and appreciate the creative process Express individuality through creating Develop an awareness of beauty in natural and social worlds
Technical, functional skills	Develop expertise in small and large muscle movements: painting, gluing, coloring, signing drawing, dancing, pasting, acting weaving, listening, cooking cutting, hearing, playing instrument(s) sculpting, designing Ability to experiment with various mediums Ability to express oneself creatively

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LEARNING EXPERIENCE

- Experiment with a variety of expressive media
- Exposure to great works of art
- Explore related literature
- Dramatic play
- Rhythm band, solo play
- Blocks of time to explore various media through variety of materials
- Variety of themes, subjects
- View and discuss variety of art, musical, dramatic presentations
- Share experiences with peers
- Opportunity to practice skills
- Opportunity to choose most appropriate methods relative to developed skills

ADULT INTERACTION

- Model aesthetic appreciation
- Assist in making musical instruments
- Provide sufficient materials and supplies
- Provide opportunity for unfinished projects (emphasize importance of process, not product)
- Encourage creative development by listening to children
- Lead discussion in all areas of expressive arts
- Provide opportunity for field trips (museums, concerts, stores, etc.)
- Provide role model of tolerance for differences
- Provide large blocks of time in which to encourage development of skills
- Read related literature to the children

6 - 8 YEARS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-esteem	Experience competence within developmentally appropriate activities and expectations Ample opportunities for self expression and choice Reflective listening and speaking and authentic feedback from adults
Identity: cultural and linguistic	Development of cultural pride Confidence in one's communication Encourage assertiveness and personal safety
Understanding common needs of all members of the human family	Recognize self as a member of the human family State needs of all members of the human family (care, food, shelter, warmth, protection)

LEARNING EXPERIENCE

Frequent journal writing open-ended expressive arts activities and other non-judgmental encouragement of child's self-expression

Small- and large-group sharing times for children to share their work, brainstorm ideas, and make cooperative decisions; children know they will be listened to

Environment, including all materials, will be inclusive and reflective of cultural diversity

Brainstorm all the things human beings need to survive; also discuss animal families and how they meet the needs of their young

Variety of practical activities focusing on food, shelter, nurturance (including infant care), and other human family life needs

Individual Differences unit to teach about disabilities and "differently-abled" persons. Use puppets such as "Count Me In"® or "Kids on the Block"® and encourage questioning; visits from self advocates and hands-on activities (in learning centers) including use of braille typewriter, cards and books, small wheelchairs and crutches or braces; sign language activities, including books and videotapes; beeper ball, talking clocks and other items used by persons who are blind

ADULT INTERACTION

Demonstrate caring and genuine interest

Provide descriptive or reflective feedback vs. only saying "nice work," or "good job."

Arrange room and schedule so that time is given to daily sharing sessions and small and large group discussions; model listening and personal respect and regard for each child's contribution

Anti-bias criteria applied to all books, curriculum and other materials used with the children; discuss stereotypes with children and encourage them to look at various popular and school media critically

Respect and basic understanding of each child's home culture will be modeled

Use a questionnaire, get-acquainted conference, parent meeting or home visit at the beginning of school year to learn about home backgrounds, values (including holiday issues or particular beliefs related directly to classroom experiences). Look for competencies versus deficits in both child and parent(s) and primary care givers.

Model consistent use of non-sexist language, to materials and activities; encourage children to express feelings and opinions (to be assertive of their rights, particularly in the area of personal safety and resisting abuse)

Bring in many resources for a handicap awareness unit (see LEARNING EXPERIENCE column

Encourage children's use of their native language if they are learning English as a second (or additional) language. Learn phrases in children's home language and involve parents in various ways (including sharing aspects of their culture or teaching children songs in languages, etc.)

AFFECTIVE-COMMUNICATIVE DOMAIN CONTINUED

GOAL	PROCESS
Roles of families, family differences and family change	Understand uniqueness of all families Individuals are unique members of families, differences within families Awareness and acceptance of different "types" of families including blended families, single-parent families, foster families, two-parent families, extended families, shared-custody families, foster families, etc. Acceptance and pride in one's own family; expression of appreciation for family members Understanding of ways families change (new siblings, adoption, separation and divorce, death, remarriage, moving)
Individual differences	Recognition that everyone has both capabilities and limitations Growing understanding of developmental difference and perspective-taking activities learning about "differently-abled" individuals Recognizing "inside" differences (ideas, beliefs, values, emotions and attitudes) and respecting others' feelings and opinions Recognition that limitations can become capabilities Growing recognition of human diversity as something to be celebrated, and awareness of many aspects of human diversity
Social problem-solving and listening skills	Increasingly resolves own conflicts Continue to develop perspective-taking and listening skills Gain confidence in expressing own opinions, needs, and emotions Take responsibility for one's actions and understand consequences Participate in brainstorming and other group processes

LEARNING EXPERIENCE

Participation in wide array of activities addressing different types of families, ways in which families meet basic physical, social and emotional needs, and family change issues.

Make family books, send love and appreciation letters home to parents and family; have parents write such letters back to children; special persons' and/or grandparents' day at school; use Mr. Rogers' "Free to Be a Family," and other videotapes on family change issues

Brainstorm and recreate family needs; encourage active construction of a model community in the classroom; discuss homelessness and hunger and do a related community service project

Children are encouraged to solve many of their own problems and disputes within a framework of support and guidance. Children are exposed to basic steps in conflict management (listening, listing the problems and clearly defining them, brainstorming potential solutions and reaching agreement on a potential solution or solutions, trying this out, and if necessary trying another solution)

ADULT INTERACTION

Model acceptance of diverse family groups and lifestyles; avoid using terms such as "broken home," "project families," "welfare mother," "baby out of wedlock," etc. Read *Growing Up Literate: Learning from Inner City Families* or other documentation of the strengths of most low-income families. Be sensitive to issues and changes in child's home environment. Get to know her or his family.

Sensitivities to the various family configurations of children

Model listening and respect, and take children through these steps in problem-solving

Look for opportunities where more democratic decision making could be utilized (voting on a change in routine, topic to research) When children are making a group decision, stay out of the discussion as much as possible; teacher's role is as facilitator

6 - 8 YEARS

AFFECTIVE-COMMUNICATIVE DOMAIN CONTINUED

GOAL	PROCESS
Citizenship	Develop beginning awareness of rules, laws and the democratic process Participate in group decision making Exercise rights of citizens
Moral thinking and an ethic of caring	Grow in responsibility for own feelings, values and beliefs Grow in perspective taking, empathy, concern for others, understanding and valuing of justice Understand the other as an independent self Understand causality Demonstrate caring and responsibility
Features of communities, including local neighborhoods (farms, etc.)	Grow in knowledge about own neighborhood Develop awareness of rural, urban and suburban setting Develop awareness of physical aspects of neighborhood and creation of hypothetical neighborhood(s) Develop greater awareness of the jobs and roles fulfilled by community members Develop awareness of items produced in one's community and of food production

LEARNING EXPERIENCE

Affirmation circles or listening activities used frequently to encourage children's self-expression and confidence
Role-plays and use of what-if problem-solving vignettes (can be part of an early drug awareness or personal safety program, such as having children predict their response, select best response to a situation and perhaps role-play it)
Experience with voting, consensus and other forms of group decision making (political socialization)
Follow local and national elections
Discuss need for rules and laws
Self-expression, drawing pictures or writing letters to leaders
Children participate in a variety of caretaking roles and responsibilities (care for classroom pets, plants, physical environment)
Perspective-taking activities (role-playing)
Locally appropriate long term unit on community (aspects of neighborhoods, farms, city) depending on background and interests of the children
Walking field trips, "above ground archaeology," regarding local history, classroom visits from community resource people (with attempts made to model non-traditional gender roles and to include visitors from different cultural backgrounds)
Create communities in the classroom using legoes, boxes, or other materials
Make a videotape with children about their community

ADULT INTERACTION

Model acceptance of ideas of others
Allow children to solve problems
Serve as facilitator
Guide discussions with content while allowing self-expression
Adults model caretaking behavior
Allow children to take responsibility
Act as a resource to the children for integrating many curricular areas (language arts, expressive arts, and social studies) into a unit
Model uses of multiple sources of information versus over-reliance on a social studies text. Select relevant books in the library with the children, and encourage children to bring in resources from home
Encourage children's self-expression and group decision making
Provide large and small manipulative materials for children's construction of their city or communities. Facilitate group collaborative planning and brainstorming

AFFECTIVE-COMMUNICATIVE DOMAIN CONTINUED

GOAL	PROCESS
Social roles within communities, and recognition of schools as communities of learners	Awareness of each person's role in classroom community Has frequent opportunities for collaborative activities and learning
Geography awareness, spatial relations and basic mapping skills	Growth of mental maps of children's environments Development of boundary, open-closed concepts Familiarity with maps' representation of place through active construction (mapping of desk, room, home and route to school) Awareness and use of landmarks Construction of three-dimensional models (using doll furniture) Growth of way-finding and route awareness (in relation to different forms of transportation) Work with teaching globe to develop awareness of land and water distribution and continents
Increasing global awareness, including culturally authentic activities, vocabulary, symbols, and artifacts	Utilize community resource persons and parents from a variety of cultural backgrounds
Increasing awareness of local and global issues such as poverty, hunger, and child health	Promote global partnership projects such as sending drawings and school supplies to schools in a "developing" country

Vignette

Mapping

"We've tried several mapping activities with our first and second (mixed) grade children. One of their favorites is simply to walk around the building, playground, and block and then make maps of our route and what children they remember seeing along the way. One day after we did this activity several children came in the next morning with maps they'd made of their house, block, or some treasure or other story.

Later, during a recycling unit, we used maps of the playground and then went outside with children to pick up trash. The children drew pictures and wrote in what types of trash they found and exactly where they found it. Many used invented spelling to describe the brand names on the candy wrappers and other trash they collected. I'm finding that there are many active ways to involve mapping skills in teaching—beyond memorizing rivers and states and using the textbook alone!"

LEARNING EXPERIENCE

Mapping activities beginning with classroom, school and home; these can include use of a city map with each child's home marked and discussion of routes taken to school

Inviting, interactive bulletin boards focusing on children's neighborhoods and routes to school

Encourage children's exploration of teaching globes (those with only land mass, water and topography shown) and making and use of maps of many types

Use photos of the Earth taken from space and aerial photographs, if available

Do sun activities (shine a flashlight on a globe in a darkened room or make a shadow stick and record the sun's shadow each day.

Games involving spatial directions

Make globes and other models of planets with children using paper mache, balloons, or wire mesh

Trace children's bodies and make me maps

Work with children in developing symbols and keys for their various maps

Plan an imaginary trip, requiring the use of maps to plot the route (can also be done individually or in small groups)

Vocabulary of geographical terms and concepts

ADULT INTERACTION

Use map and globe terms accurately, (try not to confuse up with north, latitude and longitude)

Label walls in room by direction and take a compass on walking field trips

AFFECTIVE-COMMUNICATIVE DOMAIN CONTINUED

GOAL	PROCESS
Increasing understanding of multicultural or intercultural holidays (not limited to activities based on dominant culture, Christian holidays)	Growth in understanding the role of celebration in all cultures and of particular events celebrated in many cultures (the harvest and new year)
Exposure to limited resources, including plant, animal and environmental resources (science, technology, and society)	Growing awareness of endangered species and their locations Awareness of resources and their conservation and recycling

LEARNING EXPERIENCE

Build on "teachable moments," such as discussions with guest speakers, items in the news, family backgrounds of children, and field trips

Consistently use the globe to identify location of regions and countries being discussed and read about

Use folk tales, story-telling, music, art, and movement activities that reflect many cultures

ADULT INTERACTION

Avoid a "tourist" approach, emphasizing only foods, festivals, traditional dress and an emphasis on difference. Provide authentic experiences whenever possible (representatives of different cultural groups sharing activities or stories with children)

Active participation in "earthkeeping" activities, including recycling, anti-litter activities, energy conservation at home and in school, and saving endangered species

Vignette

Social Studies or Expressive Arts

As part of an individual differences activity early in the first grade year the children traced their bodies and then mixed paint to try to match their skin color as closely as possible. We had talked about melanin and the reason for different skin tones first. They seemed to remember the story we read and were very interested in this. Children really took their time mixing the paint and helped each other, saying things like, "I'm not that pink—maybe I need more brown or orange in mine." "My skin is brown, but my hair is almost black—there, how does that match?," and "you know, my mom must have more melanin in her skin 'cause she has freckles." Two children—one African-American and the other Asian-American, had worked really hard to mix "correct" skin tone stepped back and admired their work. One said, "that is like me—it's great!" The next day cloth scraps were made available and the children "dressed" themselves.

6 - 8 YEARS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
Nutrition	Develop an awareness of eating habits Ability to recognize basic food groups Ability to distinguish between nutritious food vs. not nutritious Experience food in sensory terms

157

LEARNING EXPERIENCE

Discuss new and prior knowledge of food
Develop vocabulary (food, vitamins, calories)
Listen to discussion concerning food
View wall charts
Role-play
Problem-solving situations (food choice)
Discuss what determines nutritious food
Develop food center
Opportunity to taste, smell, view various foods
Experience cooking
Discuss actual food preferences
Read food-related literature (novels, cookbooks, menus, magazine)

ADULT INTERACTION

Model development of nutritional life plan through personal plan
Provide nutritious snacks
Read appropriate books
Develop experience charts
Encourage journals to record food consumed
Present food word lists
Make available literature, videos, cassettes, film strips
Provide food for centers
Experiment with recipes
Correlate class information with students' lunches, snack programs
Plan a variety of field trips (grocery stores, restaurants, museums, hospitals)
Invite community persons to discuss nutrition
Provide opportunity for tasting, cooking, serving food
Present information on food disorders (obesity, bulimia, anorexia nervosa)

PHYSICAL-MOTOR DOMAIN CONTINUED

GOAL	PROCESS
Body and spatial awareness	Awareness of body's internal organs of functioning (heart) and understanding of how external body works and how to care to it Establish concept of left and right Refine concept of positional relationships Develop increasing awareness of ways to be safe
Sensory awareness	Define discrimination abilities in all sensory domains: tactile, auditory, visual, olfactory, gustatory
Basic locomotor and manipulative skills	Ability to walk, run, jump, hop, gallop, skip, slide, tiptoe with fluid movement Ability to coordinate movement in space and increase skill in throwing, kicking, catching
Posture, fitness, and exercise	Maintain good posture and increase ability to balance body in space Awareness of how to develop a fit, well-cared-for body Enjoy physical activities Identify, practice ways to keep the body healthy
Fine motor	Manage care of body in terms of health and clothing Increase visual discrimination skills (distinguishing figure from background) Refine eye-hand coordination
Game playing	Play group games utilizing turn taking, physical skills

LEARNING EXPERIENCE

- Health education concepts related to understanding of how the internal body works
- Safety education both at the beginning and throughout the year incorporated into various content areas (includes personal safety, safety at play, basic first aid for children)
- Activities in which children construct maps of familiar spaces
- Integrated learning experiences that incorporate the five senses
- School day that emphasizes active learning
- Physical education which focuses on basic movement
- Eurythmic activities which combine movement and imagination
- Target activities
- Daily physical exercise both indoors and outdoors
- Physical environment that encourages good health (clean, organized, adapted to individual physical needs)
- Nutrition education that stresses decision making as well as concepts
- Introduction of content related to behaviors that are not healthy (substance use and abuse)
- Environmental health
- Fine motor activities involving tools for drawing, constructing, cooking, experimenting
- Manipulations that require eye-hand coordination such as puzzles
- Cooperative games incorporating physical skills

ADULT INTERACTION

- Model respect for personal space
- Encourage children to respect each other's personal space
- Use appropriate, accurate vocabulary to describe bodies and behavior
- Encourage children to use all their senses in exploration activities
- Supervise while allowing for independent activity
- Respect individual ways of moving and encourage children to do so also
- Maintain a safe environment
- Recognize individual differences in children's motor skills and adapt program to individual needs
- Provide a balance of activity and rest throughout the day
- Model fitness and health-care behaviors
- Encourage follow-through on difficult fine-motor tasks
- Avoid emphasizing winning

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Disclaimer

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ECE

early childhood education
"education begins with life"

Appendix

Parent Involvement
    Family Ties
    Training Ohio's Parents for Success (TOPS)

Agencies and Organizations

Integrated Components of Developmentally Appropriate Practice

Rules for Preschool Programs

The Early Childhood Identification Process:
    A Manual for Screening and Assessment

Parent Involvement

Family Ties
Training Ohio's Parents for Success (TOPS)

FAMILY TIES

Family Ties is a parent education program designed to meet the informational needs of families with young children who have handicapping conditions.

Led by experienced professionals and parents, each of the nine training modules is designed to meet the diverse needs of parents. The organizing concept connecting these modules together is the belief that the educational interests of special needs children can best be served when parents and professionals works together.

Parents are invited to attend all the training modules or just those that are of particular interest to them. This self-directed approach allows parents to design their own program.

Training modules are two hours in length, allowing participation by parents with busy schedules.

Each of the training modules offers participants an opportunity to engage in small group learning activities in a relaxed environments—a context that encourages communication with other families with similar needs.

The primary goal of each of the nine Family Ties modules is presented below:

1. Understanding individuality
   To develop within parents an awareness of how their child's temperament and developmental stage affects the parent-child relationship and the child's developmental progress, including his or her learning patterns.
2. Identifying family needs
   To introduce to families of young children the principles of family systems and family development; and to identify how these ideas affect daily living.
3. Enriching the learning environment
   To explore the importance of environment and play with a particular focus on using information about the child's developmental stage and style as a basis for adjusting the environment and choosing activities.
4. Understanding assessment
   To help parents understand the assessment process and the critical role parents play in this process.
5. Communicating with professionals
   To enhance parental communication skills in the early intervention process.
6. Developing support systems
   To understand the importance of support systems in daily life and the difference between formal and informal support. Focus is on creating and cultivating realistic support systems within the family and the community.
7. Understanding Public Law 99-457
   To explain this federal law, which provides incentives to states to mandate early intervention and education (preschool) services for children with handicapping conditions. Emphasis is on parental roles and responsibilities.
8. Accessing community services
   To provide parents with information about accessing the continuum of community services available to meet their needs and those of their children.
9. Understanding early intervention
   To provide parents with an overview of what is involved in early intervention.

Parent Involvement

A critical component of the Family Ties Project is a commitment to open, interaction communication. Project leaders are convinced that participation in the training will result in increased parental involvement in the early intervention process.

For more information please contact the Ohio Coalition for the Education of Handicapped Children, 933 High Street, Worthington, OH 43085.

TRAINING OHIO'S PARENTS FOR SUCCESS (TOPS)

Training Ohio's Parents for Success (TOPS) is a program for increasing parents' involvement in the education of their children. It is a process to help school districts offer training in parenting skills that have been shown to make a difference in the lives of children.

TOPS is not a specific parent-training curriculum, nor is it a program that will look the same in every county and school district in the state. It is an effort to increase the linkages between home and school.

The TOPS program's three goals are to

> provide all school districts with materials for parent training at all levels;
>
> teach trainers across the state how to implement local parenting programs; and
>
> develop a statewide network of trainers to support a successful parenting program for Ohioans.

In the developing of TOPS, the Ohio Department of Education has sought input from Ohioans representing parents, social service agencies, educational organizations, schools, and experienced parent trainers. The program includes the seven content areas that were identified as important components of a parent-training program:

Understanding Human Growth and Development
Communication Between the Child and the Parent and/or Family
Discipline
Health and Nutrition
Problem Solving and Decision Making
Study Skills
Access to Support Systems

For further information please contact the Division of Educational Services at the Ohio Department of Education (614) 466-3224.

AGENCIES AND ORGANIZATIONS

National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue, NW
Washington, DC 20009
(800-424-2460)

National Conference of State Legislatures (NCSL)
1051 17th Street, Suite 2100
Denver, CO 80265

North Central Regional Education Laboratory (NCREL)
295 Emroy Avenue
Elmhurst, IL 60126
(312-941-7677)

High/Scope Educational Research Foundation
600 North River Street
Yipsilanti, MI 48198-2898
(313-485-2000)

Early Childhood Associates, Inc.
Box 8577
Toledo, Ohio 43623
(419-893-7995)

Southern Association on Children Under Six (SACUS)
Box 5403
Brady Station
Little Rock, AR 72215
(501-227-6404)

National Association for Childcare Management
1834 Connecticut Avenue, NW
Washington, DC 20009-6786

Association for Childhood Eduction International
11141 Georgia Avenue, Suite 200
Wheaton, MD 20902

Children's Defense Fund
790 Stone Avenue
Columbus, OH 43205

Ohio Association for the Education of Young Children*

Ohio Association of Child Caring Agencies
360 South Third Street
Columbus, OH 43266

Head Start-Region V Office
Administration for Children, Youth, & Families
OHDS/DH & HS, 13th Floor
300 South Wacker Drive
Chicago, IL 60606

Ohio Coalition for the Education of Handicapped Children
933 North High Street, Suite 106
Worthington, OH 43085

Ohio Department of Education, Division of Early Childhood
65 South Front Street, Room 202
Columbus, OH 43266-0308

Ohio Department of Education, Division of Special Education
933 North High Street
Worthington, OH 43085-4087

Ohio Department of Human Services
Division of Family & Children's Services
30 East Broad Street
Columbus, OH 43266-0423

Ohio Association of Elementary, Kindergarten, and Nursery Educators*
(An affiliate of the Ohio Education Association)

**The address and contact person vary from term to term. For further information contact the Division of Early Childhood at the Ohio Department of Education (614) 466-0224.*

The following excerpts are taken from

Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8

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1-800-424-2460

PART 3

Integrated Components of Developmentally Appropriate Practice for Infants and Toddlers

In Part 2 of this book, the National Center for Clinical Infant Programs and NAEYC describe the vital development that takes place during the first 3 years of life and give examples of appropriate care of infants and toddlers. Building on the previous description of development and practice, Part 3 is designed for practitioners who care for infants or toddlers in group settings. Both appropriate and inappropriate practices are described here, because people often understand a concept most clearly if they are presented both positive and negative examples.

Because all areas of development are thoroughly integrated during early childhood, the title for these descriptions refers to integrated components. *The components of practice that are referred to in this section parallel the components of a group program as described in NAEYC's* Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs. *It is hoped that the descriptions of appropriate and inappropriate practices that follow will help directors and teachers to interpret and apply the accreditation Criteria to their work with infants and toddlers.*

Because development is so individual, these statements do not define infants *and* toddlers *by chronological age. For the purpose of clarity, the infant statement is directed toward the care of non-walking children and the toddler statement addresses caring for children from the time they are walking until they are between 2½ and 3-years-old.*

Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for *INFANTS*

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children	• Adults engage in many one-to-one, face-to-face interactions with infants. Adults talk in a pleasant, soothing voice, and use simple language and frequent eye contact.	• Infants are left for long periods in cribs, playpens, or seats without adult attention. Adults are harsh, shout, or use baby talk.
	• Infants are held and carried frequently to provide them with a wide variety of experiences. The adults talk to the infant before, during, and after moving the infant around.	• Infants are wordlessly moved about at the adult's convenience. Nothing is explained to infants.
	• Adults are especially attentive to infants during routines such as diaper changing, feeding, and changing clothes. The caregiver explains what will happen, what is happening, and what will happen next.	• Routines are swiftly accomplished without involving the infant. Little or no warm interactions take place during routines.
	• All interactions are characterized by gentle, supportive responses. Adults listen and respond to sounds that infants make, imitate them, and respect infants' sounds as the beginning of communication.	• Adults are rough, harsh, or ignore the child's responses.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children (*continued*)	• Caregivers respond quickly to infants' cries or calls of distress, recognizing that crying and body movements are infants' only way to communicate. Responses are soothing and tender.	• Crying is ignored or responded to irregularly at the convenience of the adult. Crying is treated as a nuisance. Adults' responses neglect the infants' needs.
	• Playful interactions with babies are done in ways that are sensitive to the child's level of tolerance for physical movement, louder sounds, or other changes.	• Adults frighten, tease, or upset children with their unpredictable behaviors.
	• Children's play interests are respected. Adults observe the child's activity and comment, offer additional ideas for play, and encourage the child's engagement in the activity.	• Infants are interrupted, toys are whisked from their grasp, adults impose their own ideas or even play with toys themselves regardless of the child's interest.
	• The caregiver frequently talks with, sings to, and reads to infants. Language is a vital, lively form of communication with individuals.	• Infants are expected to entertain themselves or watch television. Language is used infrequently and vocabularies limited.
	• Infants and their parents are greeted warmly and with enthusiasm each morning. The caregiver holds the baby upon arrival and gradually helps the child become a part of the small group.	• Babies are placed on the floor or in a crib with no caregiver interaction. Caregivers receive children coldly and without individual attention.
	• Caregivers consistently respond to infants' needs for food and comfort thus enabling the infants to develop trust in the adults who care for them, so they find the world a secure place to be.	• Adults are unpredictable and/or unresponsive. They act as if children are a bother.
	• Caregivers adjust to infants' individual feeding and sleeping schedules. Their food preferences and eating styles are respected.	• Schedules are rigid and based on adults' rather than children's needs. Food is used for rewards (or denied as punishment).
	• Infants are praised for their accomplishments and helped to feel increasingly competent.	• Infants are criticized for what they cannot do or for their clumsy struggle to master a skill. They are made to feel inadequate and that they have no effect on others.
	• Teachers respect infants' curiosity about each other. At the same time, adults help ensure that children treat each other gently.	• Infants are not allowed to touch each other gently, or are forced to share or play together when they have no interest in doing so.
	• Adults model the type of interactions with others that they want children to develop.	• Adults are aggressive, shout, or exhibit a lack of coping behaviors under stress.
	• Adults frequently engage in games such as Peek-a-Boo and 5 Little Piggies with infants who are interested and responsive to the play.	• Games are imposed on children regardless of their interest. Play is seen as a time filler rather than a learning experience.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children (*continued*)	• Diaper changing, feeding, and other routines are viewed as vital learning experiences for babies.	• Routines are dealt with superficially and indifferently.
	• Healthy, accepting attitudes about children's bodies and their functions are expressed.	• Infants are made to feel their bodies are not to be touched or admired, and that bodily functions are disgusting.
Environment	• The diapering, sleeping, feeding, and play areas are separate to ensure sanitation and provide quiet, restful areas.	• Areas are combined and are very noisy and distracting.
	• The environment contains both soft (pillows, padded walls) and hard (rocking chair, mirrors) elements.	• The environment is either sterile or cluttered, but lacks variety.
	• Babies find contrasts in color and design interesting, so bright colors are used to create distinct patterns.	• Rooms are sterile and bland.
	• Children have their own cribs, bedding, feeding utensils, clothing, diapers, pacifiers, and other special comforting objects. Infants' names are used to label every personal item.	• Infants share sleeping quarters in shifts, or otherwise do not have their own special supplies.
	• The area that is the focus of play changes periodically during the day from the floor, to strollers, to being carried, to rocking or swinging, and other variations to give infants different perspectives on people and places. Children are cared for both indoors and outdoors.	• Babies are confined to cribs, playpens, or the floor for long periods indoors. Time outdoors is viewed as too much bother, or is not done because of excuses about the weather.
	• Mirrors are placed where infants can observe themselves—on the wall next to the floor, next to the diapering area.	• Children never have a chance to see themselves.
	• Fresh air and healthy heat/humidity/cooling conditions are maintained.	• Rooms are too hot or too cold.
	• The room is cheerful and decorated at children's eye level with pictures of people's faces, friendly animals, and other familiar objects. Pictures of children and their families are displayed.	• Areas are dingy and dark. Decorations are at adult eye level and are uninteresting. No family photos are displayed.
	• A variety of music is provided for enjoyment in listening/body movement/singing.	• Music is used to distract or lull infants to sleep. Children hear only children's songs.
	• Space is arranged so children can enjoy moments of quiet play by themselves, so they have space to roll over, and so they can crawl toward interesting objects.	• Space is cramped and unsafe for children who are learning how to move their bodies.
	• Floors are covered by easy-to-clean carpet. Infants are barefoot whenever possible.	• Floor coverings are dirty or hard and cold. Infants must wear shoes.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Equipment	• Toys are safe, washable, and too large for infants to swallow. They range from very simple to more complex.	• Toys are sharp, tiny, with chipping paint, or otherwise unsafe and not washable. Toys are too simple or too complex for the infants served.
	• Toys provided are responsive to the child's actions: bells, busy boards, balls, vinyl-covered pillows to climb on, large beads that snap together, nesting bowls, small blocks, shape sorters, music boxes, squeeze toys that squeak.	• Toys are battery-powered or wind up so the baby just watches. Toys lack a variety of texture, size, and shape.
	• Mobiles are designed to be seen from the child's viewpoint. They are removed when children can reach for and grasp them.	• Mobiles are out of infants' vision. They are positioned where children can reach them.
	• Toys are scaled to a size that enables infants to grasp, chew, and manipulate them (clutch balls, rattles, spoons, teethers, rubber dolls).	• Toys are too large to handle, or unsafe for children to chew on.
	• Toys are available on open shelves so children can make their own selections.	• Toys are dumped in a box or kept out of children's reach forcing them to depend on adults' selection.
	• Low climbing structures and steps are provided. Structures are well padded and safe for exploration.	• No provisions are made for children to climb, or structures are only safe for older, more mobile children.
	• Books are heavy cardboard with rounded edges. They have bright pictures of familiar objects.	• Books are not available, or are made of paper that tears easily. Books do not contain objects familiar or interesting to children. Faded colors or intricate drawings are used.
	• Pictorial materials depict a variety of ages and ethnic groups in a positive way.	• Pictures are limited to cartoon characters or stereotypes.
Health, safety, and nutrition	• Health and safety precautions are taken to limit the spread of infectious disease. Toys that are mouthed are replaced when a child has finished with them so they can be cleaned with a bleach solution.	• Toys are scattered on the floor and cleaned occasionally, not at all, or improperly. Bottles sit on the floor. Spills are ignored.
	• Written records are maintained for each child. Immunizations are current. Up-to-date emergency information is readily available.	• Written records are incomplete or outdated.
	• Staff are in good health and take precautions not to spread infection.	• Because of limited sick leave, staff come to work even when they are ill.
	• Children are always under adult supervision.	• Children are left unattended.
	• The environment is safe for children—electrical outlets are covered, no hazardous substances are within children's reach, no extension cords are exposed.	• Children are frequently told "no" to hazards that should be removed. Rocking chairs are placed in crawling areas.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Health, safety, and nutrition (*continued*)	• Children are dressed appropriately for the weather and type of play they engage in.	• Infants' clothing is too confining, uncomfortable, or difficult to manage. Infants are over- or under-dressed.
	• Adults wash their hands before and after each diaper change, before and after feeding each infant.	• Adults are too casual or inconsistent about handwashing.
	• Adults are aware of the symptoms of common illnesses, environmental hazards such as lead poisoning, and food or other allergies.	• Staff do not notice or ignore changes in children's normal behavior or do not know children well enough to detect unusual behavior.
	• Diaper changing areas are easily and routinely sanitized after each change.	• Several children are changed on the same surface without sanitizing it for each child.
	• Children are always held with their bodies at an angle when being fed from a bottle.	• Bottles are propped up for children or children are left lying down with a bottle.
	• Children who can sit up eat in groups of one or two with a caregiver to ensure adult assistance as needed. Finger foods are encouraged. Only healthy foods are fed. Eating is considered a sociable, happy time.	• Large groups of children are fed in sequence or left to their own devices. Cookies and other sugary foods are used as treats. Children are not allowed to mess with their food. Conversation is limited.
Staff-parent interactions	• Parents are viewed as the child's primary source of affection and care. Staff support parents and work with them to help them feel confident as parents.	• Staff feel in competition with parents. They avoid controversial issues rather than resolving them with parents.
	• Parents and staff talk daily to share pertinent information about the child.	• Staff rarely talk with parents except at planned conferences.
	• Staff help parents anticipate the child's next areas of development and prepare them to support the child.	• Staff fail to provide parents with information or insights to help them do what is best for their child.
Staff qualifications	• Staff enjoy working with infants and are warmly responsive to their needs. Staff have had training specifically related to infant development and caregiving. They know what skills and behaviors emerge during the first few months, and support children as they become increasingly competent and knowledgeable. Staff are competent in first aid.	• Staff view work with infants as a chore and as custodial in nature. Staff have little or no training specific to infant development. They have unrealistic expectations for this age group. They are unaware of what to look for that might signal problems in development.
Staffing	• The group size and ratio of adults to infants is limited to allow for one-to-one interaction, intimate knowledge of individual babies, and consistent caregiving. Babies need to relate to the same, very few people each day. A ratio of 1 adult to no more than 3 infants is best.	• Group size and staff-child ratio are too large to permit individual attention and constant supervision. Staffing patterns require infants to relate to more than 2 different adults during the caregiving day.

Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for *TODDLERS*

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children	• Adults engage in many one-to-one, face-to-face conversations with toddlers. Adults let toddlers initiate language, and wait for a response, even from children whose language is limited. Adults label or name objects, describe events, and reflect feelings to help children learn new words. Adults simplify their language for toddlers who are just beginning to talk (instead of "It's time to wash our hands and have snack," the adult says, "Let's wash hands. Snack-time!") Then as children acquire their own words, adults expand on the toddler's language (for example, *Toddler*—"Mary sock." *Adult*—"Oh, that's Mary's missing sock and you found it.").	• Adults talk *at* toddlers and do not wait for a response. Adult voices dominate or adults do not speak to children because they think they are too young to respond. Adults either talk "baby talk" or use language that is too complex for toddlers to understand.
	• Adults are supportive of toddlers as they acquire skills. Adults watch to see what the child is trying to do and provide the necessary support to help the child accomplish the task, allowing children to do what they are capable of doing and assisting with tasks that are frustrating.	• Adults are impatient and intrusive. They expect too much or too little of toddlers. Because it is faster, adults do tasks for toddlers that children can do themselves. Or adults allow children to become frustrated by tasks they cannot do.
	• Adults respond quickly to toddlers' cries or calls for help, recognizing that toddlers have limited language with which to communicate their needs.	• Crying is ignored or responded to irregularly or at the adults' convenience.
	• Adults respect children's developing preferences for familiar objects, foods, and people. Adults permit children to keep their own favorite objects and provide limited options from which children may choose what they prefer to eat or wear. Children's preferences are seen as a healthy indication of a developing self-concept.	• Adults prohibit favored objects like blankets or toys or arbitrarily take them away or expect toddlers to share them with other children. Children are not given choices and preferences are not encouraged. Children are all expected to do the same thing.
	• Adults respect toddlers' desire to carry favored objects around with them, to move objects like household items from one place to another, and to roam around or sit and parallel play with toys and objects.	• Adults restrict objects to certain locations and do not tolerate hoarding, collecting, or carrying.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children (*continued*)	• Adults patiently redirect toddlers to help guide children toward controlling their own impulses and behavior. When children fight over the same toy, the adult provides another like it or removes the toy. If neither of these strategies is effective, the adult may gently remove the toddler and redirect the child's attention by initiating play in another area. Adults only punish children for overtly dangerous behavior.	• Adults ignore disputes leading to a chaotic atmosphere or punish infractions harshly, frightening and humiliating children.
	• Adults recognize that constantly testing limits and expressing opposition to adults ("NO!") is part of developing a healthy sense of self as a separate, autonomous individual. Adults only say "No" when the prohibition relates to children's safety. Adults give positively worded directions ("Bang on the floor") not just restrictions ("Don't bang on the table").	• Adults are constantly saying "No!" to toddlers or becoming involved in power struggles over issues that do not relate to the child's health or well-being. Adults punish children for asserting themselves or saying "No."
	• Children are praised for their accomplishments and helped to feel increasingly competent and in control of themselves.	• Toddlers are criticized for what they cannot do or for their clumsy struggle to master a skill. Or adults foster dependency; children are overprotected and made to feel inadequate.
	• Children and their parents are greeted warmly and with enthusiasm each morning. The day begins with a great deal of adult-child contact. Adults help toddlers settle into the group by reading books or quietly playing with them.	• Children are received coldly and given no individual attention. Toddlers are expected to begin the day with free play and little adult supervision.
	• Adults model the type of interactions with others that they want children to develop. Adults recognize that most of the time when toddlers are aggressive, hurting or biting other children, it is because they lack skills to cope with frustrating situations such as wanting another child's toy. Adults model for toddlers the words to say ("Susan, I want the jack-in-the-box now") or redirect them to another activity.	• Adults are aggressive, shout, or exhibit a lack of coping behaviors under stress. Adult attempts to punish or control the aggressive toddler escalate the hostility.
Living and learning with toddlers (curriculum)	• Adults recognize that routine tasks of living like eating, toileting, and dressing are important opportunities to help children learn about their world and to regulate their own behavior.	• Routine times are chaotic because all children are expected to do the same thing at the same time.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Living and learning with toddlers (curriculum) (*continued*)	• Adults play with toddlers reciprocally, modeling for toddlers how to play imaginatively with baby dolls and accessories. For example, adults and children play "tea party" where the adult pretends to drink from a cup and exclaims how good it tastes and then the toddler often models the adult.	• Adults do not play with toddlers because they feel silly or bored.
	• Adults support toddlers' play so that toddlers stay interested in an object or activity for longer periods of time and their play becomes more complex, moving from simple awareness and exploration of objects to more complicated play like pretending.	• Adults do not think that supporting children's play is important. They do not understand the value of play for learning or they feel silly playing with young children.
	• Toddlers' solitary and parallel play is respected. Adults provide several of the same popular toys for children to play with alone or near another child. Adults realize that having three or four of the same sought-after toy is more helpful than having one each of many different toys.	• Adults do not understand the value of solitary and parallel play and try to force children to play together. Adults arbitrarily expect children to share. Popular toys are not provided in duplicate and fought over constantly while other toys are seldom used.
	• Adults prepare the environment to allow for predictability and repetition, as well as events that can be expected and anticipated.	• Adults lose patience with doing many of the same things repeatedly and get bored by toddlers' needs to repeat tasks until they master them or feel secure in a predictable environment.
	• Adults frequently read to toddlers, individually on laps or in groups of two or three. Adults sing with toddlers, do fingerplays, act out simple stories like "The Three Bears" with children participating actively, or tell stories using a flannelboard or magnetic board, and allow children to manipulate and place figures on the boards.	• Adults impose "group time" on toddlers, forcing a large group to listen or watch an activity without opportunity for children to participate.
	• Toddlers are given appropriate art media such as large crayons, watercolor markers, and large paper. Adults expect toddlers to explore and manipulate art materials and do *not* expect them to produce a finished art product. Adults *never* use food for art because toddlers are developing self-regulatory skills and must learn to distinguish between food and other objects that are not to be eaten.	• Toddlers are "helped" by teachers to produce a product, follow the adult-made model, or color a coloring book or ditto sheet. Tactilely sensitive toddlers are required to fingerpaint or are given edible fingerpaint or playdough because they will probably put it in their mouths.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Living and learning with toddlers (curriculum) (*continued*)	• Time schedules are flexible and smooth, dictated more by children's needs than by adults. There is a relatively predictable sequence to the day to help children feel secure.	• Activities are dictated by rigid adherence to time schedules or the lack of any time schedule makes the day unpredictable.
	• Children's schedules are respected with regard to eating and sleeping. Toddlers are provided snacks more frequently and in smaller portions than older children. For example, 2 morning snacks are offered at earlier hours than are usually provided for preschoolers. Liquids are provided frequently. Children's food preferences are respected.	• Schedules are rigid and based on adults' rather than children's needs. Food is used for rewards or withheld as punishment. Children are allowed to become fussy and cranky waiting for food that is served on a rigid schedule.
	• Diaper changing, toilet learning, eating, dressing, and other routines are viewed as vital learning experiences.	• Routines are dealt with superficially and indifferently.
	• Children learn to use the toilet through consistent, positive encouragement by adults. When toddlers reach an age where they feel confident and unafraid to sit a potty seat, adults invite them to use the potty, help them as needed, provide manageable clothing, and positively reinforce their behavior regardless of the outcome. Children are provided a toddler-appropriate potty seat and step-stool, if needed, in a well-lit, inviting, relatively private space. Children are taken to the toilet frequently and regularly in response to their own biological habits. Toddlers are never scolded or shamed about toileting or wet diapers/pants.	• Toilet learning is imposed on children to meet the adults' needs, whether children are ready or not. Children are made to sit on the potty for undue lengths of time and only reinforced contingent on urinating or defecating in the potty. Children are punished or shamed for toileting accidents.
	• Healthy, accepting attitudes about children's bodies and their functions are expressed.	• Children are made to feel their bodies are not to be to admired, and that bodily functions are disgusting.
	• Children have daily opportunities for exploratory activity outdoors, such as water and sand play and easel painting. Waterplay is available daily, requiring that adults dry clothes or provide clothing changes. Children have opportunities for supervised play in sand. Adults recognize that sand is a soft and absorbing medium ideally suited for toddler exploration. Well-supervised sand play is used to teach children to self-regulate what they can and cannot eat.	• Adults do not offer water and sand play because they are messy and require supervision, using as an excuse that children will get wet or will eat sand. Children's natural enjoyment of water play is frustrated so they play in toilets or at sinks whenever they can.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Living and learning with toddlers (curriculum) (*continued*)	• Routines are planned as learning experiences to help children become skilled and independent. Meals and snacks include finger food or utensils that are easier for toddlers to use such as bowls, spoons, and graduated versions of drinking objects from bottles to cups. Dressing and undressing are seen as learning activities and children's attempts to dress themselves and put on shoes are supported and positively encouraged.	• Adults foster children's dependence by doing routine tasks for them that they could do for themselves. Children feel incompetent because the eating utensils are too difficult for them or clothes require adult assistance with tiny buttons or laces.
	• Food is ready before children are called to meals so they do not have to wait.	• Hungry toddlers become frustrated and cranky when they are set up to eat and then must wait to be served.
Environment	• The diapering/toileting, sleeping, feeding, and play areas are separate both for sanitation and to ensure quiet, restful areas.	• Areas are combined and very noisy and distracting.
	• The environment contains both soft (pillows, padded walls, carpeting) and hard (rocking chairs, mirrors) elements.	• The environment is dominated by hard surfaces because they are easier to keep clean.
	• The environment contains private spaces with room for no more than 2 children.	• The environment provides no private spaces.
	• Children have their own cribs or cots, bedding, feeding utensils, clothing, and other special comforting objects. Toddlers' names are used to label every personal item.	• Children share sleeping quarters in shifts, or otherwise do not have their own special supplies. Favored objects are not permitted.
	• Children have many opportunities for active, large muscle play both indoors and outdoors. The environment includes ramps and steps that are the correct size for children to practice newly acquired skills. Toddlers' outdoor play space is separate from that of older children. Outdoor play equipment for toddlers includes small climbing equipment that they can go around, in, and out of, and solitary play equipment requiring supervision such as swings and low slides.	• Toddlers' indoor space is cramped and unsafe for children who are just learning how to move their bodies and need to run more than walk. Toddlers share outdoor space and unsafe equipment designed for older children.
	• The room is cheerful and decorated at the children's eye level with pictures of faces of people, friendly animals, and other familiar objects. Pictures of children and their families are encouraged.	• Areas are dingy and dark. Decorations are at adult eye levels, or are too syrupy and cute. No evidence exists of personal involvement for families.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Environment (*continued*)	• Sturdy picture books are provided. Pictures depict a variety of ages and ethnic groups in a positive way.	• Books are not available because they get torn or soiled. Pictures are cartoons or other stereotypes.
	• Toys are available on open shelves so children can make their own selections. Toys can be carried and moved about in the environment as children choose.	• Toys are dumped in a box or kept away from children's reach so they are at the mercy of the adult's selection. Adults attempt to restrict the use of toys to certain areas, like housekeeping or blocks.
	• Climbing structures and steps are low, well-padded, and safe for exploration.	• No provisions are made for children to climb, or structures are safe only for older, more mobile children.
Health, safety, and nutrition	• Health and safety precautions are taken to limit the spread of infectious disease. Toys that are mouthed are replaced when a child has finished with them so they can be cleaned with a bleach solution.	• Toys are scattered on the floor and cleaned occasionally, not at all, or improperly.
	• Written records are maintained for each child. Immunizations are current. Up-to-date emergency information is readily available.	• Written records are incomplete or outdated.
	• Staff are in good health and take precautions not to spread infection.	• Because of limited or no sick leave, staff come to work even when they are ill.
	• Children are always under adult supervision.	• Children are left unattended.
	• The environment is safe for children—electrical outlets are covered, no hazardous substances are within children's reach, no extension cords are exposed.	• Children are frequently told "no" to hazards that should be removed.
	• Children are dressed appropriately for the weather and type of play they engage in.	• Toddlers' clothing is too confining, uncomfortable, or difficult to manage.
	• Adults wash their hands before and after each diaper change, before and after assisting children with toileting, and before handling food.	• Adults are inconsistent or too casual about handwashing.
	• Adults are aware of the symptoms of common illnesses, alert to changes in children's behavior that may signal illness or allergies.	• Staff do not notice or ignore changes in children's behavior or do not know children well enough to detect changes in normal patterns of behavior.
	• Diaper changing areas are easily and routinely sanitized after each change.	• Several children are changed on the same surface.
Staff-parent interactions	• Parents are viewed as the child's primary source of affection and care. Staff support parents and work with them to help them feel confident as parents.	• Staff feel in competition with parents. They avoid controversial issues rather than resolving them with parents.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Staff-parent interactions (*continued*)	• Parents and staff talk daily to share pertinent information about the child. There is an established system for keeping records of children's daily activity and health and reporting to parents.	• Staff rarely talk with parents except at planned conferences.
	• Staff help parents anticipate the child's next areas of development and prepare them to support the child.	• Staff fail to provide parents with information or insights to help them do what is best for their child.
Staff qualifications	• Staff enjoy working with toddlers, are warmly responsive to their needs, and demonstrate considerable patience in supporting children as they become increasingly competent and independent. Staff have training in child development and early education specific to the toddler age group. Staff are competent in first aid.	• Staff view work with toddlers as a chore and as custodial in nature. They push children to achieve and are impatient with their struggles, or they expect too little of toddlers. They are unaware of what to look for that might signal problems in development. Staff have no training in child development/early education or their training and experience are limited to working with older children.
Staffing	• The group size and ratio of adults to children is limited to allow for the intimate, interpersonal atmosphere, and high level of supervision toddlers require. Maximum group size is 12 with 1 adult for no more than 6 toddlers, preferably fewer. Staffing patterns limit the number of different adults toddlers relate to each day.	• Group size and staff-child ratio are too large to allow for individual attention and close supervision. Staff contain the chaos rather than respond to and support individual development. Staffing patterns require toddlers to relate to several different adults who do not know them well.

Subjects & Predicates

In a good program, adults respect children's choice to share only when the children are willing to do so.

PART 4

Developmentally Appropriate Practice in Programs for 3-Year-Olds

The 3-year-old is sometimes overlooked when periods of development are described in broad categories like "toddlers" or "preschoolers." But the fourth year of life is a distinct period of development with its own unique challenges and accomplishments. Teachers in programs serving 3-year-olds, as in all early childhood programs, must consider what is appropriate for this age group in general as well as what is specifically appropriate for the individual children in their care.

Three-year-olds are no longer toddlers but they will behave like toddlers at times; at other times their language ability and motor skills will deceptively mimic the 4-year-old. The key for the teacher of 3s is to maintain appropriate expectations; teachers should not expect too little of 3-year-olds, nor should they expect too much. To care for and educate a group of 3s, teachers need to fully understand the developmental continuum from toddlerhood through the preschool years. At 2½, many children begin to display skills and behaviors most typical of 3-year-olds. Thus, children between 2½ and 3½ years of age are often similar developmentally; and some 3½-year-olds share traits of 4s. The common practice of multiage grouping, putting children of a wide age span together, further necessitates that teachers fully understand the continuum of development during the early years.

The following statement describes some developmentally appropriate and inappropriate practices specifically related to 3-year-olds. *This statement is not intended to describe a comprehensive program for 3s. It is intended to be used with the statement on appropriate practice for toddlers* (pages *40–46*) *and the statement on appropriate practice for 4- and 5-year-olds* (pages *51–59*).

Living and Learning With 3-Year-Olds: Interactions Among Adults and Children and Appropriate Curriculum

APPROPRIATE Practice	INAPPROPRIATE Practice
• Adults provide affection and support, comforting children when they cry and reassuring them when fearful. Adults plan experiences to alleviate children's fears.	• Adults are cold or distant and do not express physical affection, comfort, or emotional bolstering. Adults assume children will get over fears.
• Adults support 3-year-olds' play and developing independence, helping when needed, but allowing them to do what they are capable of doing and what they want to do for themselves ("I can do it myself!").	• Adults expect 3-year-olds to be independent and to entertain themselves for long periods of time; they are impatient, hurry children, and do tasks for children that they could do themselves.
• Adults recognize that, although 3-year-olds are usually more cooperative than toddlers and want to please adults, they may revert to toddler behavior (thumb-sucking, crying, hitting, baby talk) when they are feeling shy or upset, especially in a new situation. Adults know that 3-year-olds' interest in babies, and especially their own recent infancy, is an opportunity for children to learn about themselves and human development.	• Adults expect too much of 3-year-olds and ridicule them when they behave immaturely or play baby ("You're acting like a baby!").

APPROPRIATE Practice	**INAPPROPRIATE Practice**
• Adults provide opportunities for 3-year-olds to demonstrate and practice their newly developed self-help skills and their desire to help adults with dressing and undressing, toileting, feeding themselves (including helping with pouring milk or setting the table), brushing teeth, washing hands, and helping pick up toys. Adults are patient with occasional toileting accidents, spilled food, and unfinished jobs.	• Adults perform routine tasks (like dressing and cleaning up) for children because it is faster and less messy. Adults punish or shame children for toileting accidents and do not allow children to play with their food. Adults insist that children pick up all the toys every time.
• Adults know that growth rates may slow down and appetites decrease at this age. Children are encouraged to eat "tastes" in small portions with the possibility of more servings if desired.	• Adults serve children a large meal which they are expected to eat. Disciplinary pressures accompany demands for food consumption.
• Adults guide 3-year-olds to take naps or do restful activities periodically throughout the day, recognizing that these younger children may exhaust themselves—especially when trying to keep up with older children in the group.	• Naptime is either forced or not provided. Children are scolded for being cranky or tired as the day progresses.
• Adults provide many opportunities for 3s to play by themselves, next to another child (parallel play), or with one or two other children. Adults recognize that 3-year-olds are not comfortable with much group participation. Adults read a story or play music with small groups and allow children to enter and leave the group at will.	• Adults expect children to participate in whole group activities. They read a story to all the children at once, expecting them all to sit and listen quietly. They do not allow children to leave the large group activity.
• Adults support children's beginning friendships, recognizing that such relationships ("my best friend") are short-lived and may consist of acting silly together or chasing for a few minutes. When conflicts arise, the 3-year-old will often return to playing alone. Adults encourage children to take turns and share but do not always expect children to give up favored items.	• Adults expect that children will always want to play with their "friends" and require that they do activities together or share toys. Adults pick out friends for children and keep pairs together over time.
• Adults provide plenty of space and time indoors and outdoors for children to explore and exercise their large muscle skills like running, jumping, galloping, riding a tricycle, or catching a ball, with adults close by to offer assistance as needed.	• Adults restrict children's physical activity ("No running!") or provide limited space and little equipment for large muscle outdoor activity. Adults limit large muscle activity to a short outdoor recess time.
• Adults provide large amounts of uninterrupted time for children to persist at self-chosen tasks and activities and to practice and perfect their newly developed physical skills if they choose.	• Adults become impatient with children who want to repeat a task or activity again and again, OR they force children to repeat tasks that adults have selected as learning activities whether the child is interested or not.

APPROPRIATE Practice	**INAPPROPRIATE Practice**
• Adults provide many materials and opportunities for children to develop fine motor skills such as puzzles, pegboards, beads to string, construction sets, and art materials (crayons, brushes, paints, markers, play dough, blunt scissors). Although children's scribbles are more controlled than those of toddlers, and 3-year-olds will create designs with horizontal and vertical strokes, and will sometimes name their drawings and paintings, adults do not expect a representational product. Art is viewed as creative expression and exploration of materials.	• Adults expect children to demonstrate fine motor skills by cutting out figures or shapes, by coloring within the lines in coloring books or on ditto sheets, or following the teacher's directions and model to create identical art products. When children draw or paint pictures, teachers ask "What is it?" and lead children to believe that only a representational picture is valued.
• Adults provide plenty of materials and time for children to explore and learn about the environment, to exercise their natural curiosity, and to experiment with cause and effect relationships. For example, they provide blocks (that children line up first and later may build into towers); more complex dramatic play props (for playing work and family roles and animals); sand and water with tools for pouring, measuring, and scooping; many toys and tools to experiment with like knobs, latches, and any toy that opens, closes, and can be taken apart; and simple science activities like blowing bubbles, flying kites, or planting seeds.	• Adults may provide blocks and dramatic play areas but have definite ideas about how these areas should be used and restrict materials to the designated area of the room. Water play and sand play are not provided because they are too messy and difficult to supervise. Adults do not provide toys and tools to use in take-apart activities because they require too much time to clean up.
• Adults encourage children's developing language by speaking clearly and frequently to individual children and listening to their response. Adults respond quickly and appropriately to children's verbal initiatives. They recognize that talking may be more important than listening for 3-year-olds. Adults patiently answer children's questions ("Why?" "How come?") and recognize that 3-year-olds often ask questions they know the answers to in order to open a discussion or practice giving answers themselves. Adults know that children are rapidly acquiring language, experimenting with verbal sounds, and beginning to use language to solve problems and learn concepts.	• Adults attempt to maintain quiet in the classroom and punish children who talk too much. Adults speak to the whole group most of the time and only speak to individual children to admonish or discipline them. Adults ridicule children's asking of rhetorical questions by saying, "Oh, you know that."
• Adults provide many experiences and opportunities to extend children's language and musical abilities. Adults read books to one child or a small group; recite simple poems, nursery rhymes and finger plays; encourage children to sing songs and listen to recordings; facilitate children's play of circle and movement games like London Bridge, Farmer in the Dell, and Ring Around the Rosie; provide simple rhythm instruments; listen to stories that children tell or write down stories they dictate; and enjoy 3-year-olds' sense of humor.	• Adults limit language and music activities because children sometimes become too silly or loud, OR they include story time and music time only as a whole group activity and require children to participate. Adults discipline children for using silly or nonsense language.

APPROPRIATE Practice	**INAPPROPRIATE Practice**
• Adults know that 3-year-olds do not usually understand or remember the rules. Guidance reasons that are specific to a real situation and that are demonstrated repeatedly are more likely to impress young children.	• Adults expect children to remember and abide by a list of classroom rules. Children are scolded and belittled for not remembering and applying a rule.
• Adults provide a safe, hazard-free environment and careful supervision. Adults recognize that 3-year-olds often overestimate their newly developed physical powers and will try activities that are unsafe or beyond their ability (especially in multiage groups where they may model 4- and 5-year-olds). Adults protect children's safety in these situations while also helping them deal with their frustration and maintain their self-confidence ("Joel can tie his shoe because he's 5; when you're 5, you'll probably know how to tie, too.").	• Adults are careless about supervision especially when 3-year-olds are in a group of mostly 4- and 5-year-olds who are capable of more self-monitoring and control of their own bodies.

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See references on pages 14–16, 32–33, and 61.

Robert Koenig

Adults know that 3-year-olds do not usually understand or remember the rules. Guidance reasons that are specific to a real situation and that are demonstrated repeatedly are more likely to impress young children.

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Subjects & Predicates

Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.

Developmentally appropriate practice for 4- and 5-year-olds

Developmentally appropriate teaching strategies are based on knowledge of how young children learn. Curriculum derives from many sources such as the knowledge base of various disciplines, society, culture, and parents' desires. The degree to which both teaching strategies and the curriculum are developmentally appropriate is a major determinant of program quality. Developmentally appropriate programs are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Because people develop concepts from both positive and negative examples, the components of a program for 4- and 5-year-olds are described here both in terms of what is appropriate and what is *not* appropriate practice. These components overlap considerably and have been identified here for purposes of clarity only.

It is possible to drill children until they can correctly recite pieces of information such as the alphabet or the numbers from 1 to 20. However, children's responses to rote tasks do not reflect real understanding of the information. For children to understand fully and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development.

Learning information in meaningful context is not only essential for children's understanding and development of concepts, but is also important for stimulating motivation in children. If learning is relevant for children, they are more likely to persist with a task and to be motivated to learn more.

Marietta Lynch

Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.

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Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for

4- AND 5-YEAR-OLD CHILDREN

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Curriculum goals	• Experiences are provided that meet children's needs and stimulate learning in all developmental areas—physical, social, emotional, and intellectual.	• Experiences are narrowly focused on the child's intellectual development without recognition that all areas of a child's development are interrelated.
	• Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.	• Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.
	• Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.	• Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.
Teaching strategies	• Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	• Teachers use highly structured, teacher-directed lessons almost exclusively.
	• Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music.	• The teacher directs all the activity, deciding what children will do and when. The teacher does most of the activity for the children, such as cutting shapes, performing steps in an experiment.
	• Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.	• Children are expected to sit down, watch, be quiet, and listen, or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.
	• Children work individually or in small, informal groups most of the time.	• Large group, teacher-directed instruction is used most of the time.
	• Children are provided concrete learning activities with materials and people relevant to their own life experiences.	• Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies (*continued*)	• Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.	• Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.
	• Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.	• Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.
Guidance of social-emotional development	• Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities.	• Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.
	• Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times.	• Children work individually at desks or tables most of the time or listen to teacher directions in the total group. Teachers intervene to resolve disputes or enforce classroom rules and schedules.
Language development and literacy	• Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.	• Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Cognitive development	• Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems. Learnings about math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure sand, water, or ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sing and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe.	• Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps. Children's cognitive development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.
Physical development	• Children have daily opportunities to use large muscles, including running, jumping, and balancing. Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.	• Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way to get children to use up excess energy), rather than an integral part of children's learning environment.
	• Children have daily opportunities to develop small muscles skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.	• Small motor activity is limited to writing with pencils, or coloring predrawn forms, or similar structured lessons.
Aesthetic development	• Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting and clay.	• Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.
Motivation	• Children's natural curiosity and desire to make sense of their world are used to motivate them to become involved in learning activities.	• Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Parent-teacher relations	• Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.	• Teachers communicate with parents only about problems or conflicts. Parents view teachers as experts and feel isolated from their child's experiences.
Assessment of children	• Decisions that have a major impact on children (such as enrollment, retention, assignment to remedial classes) are based primarily on information obtained from observations by teachers and parents, not on the basis of a single test score. Developmental assessment of children's progress and achievement is used to plan curriculum, identify children with special needs, communicate with parents, and evaluate the program's effectiveness.	• Psychometric tests are used as the sole criterion to prohibit entrance to the program or to recommend that children be retained or placed in remedial classrooms.
Program entry	• In public schools, there is a place for every child of legal entry age, regardless of the developmental level of the child. No public school program should deny access to children on the basis of results of screening or other arbitrary determinations of the child's lack of readiness. The educational system adjusts to the developmental needs and levels of the children it serves; children are not expected to adapt to an inappropriate system.	• Eligible-age children are denied entry to kindergarten or retained in kindergarten because they are judged not ready on the basis of inappropriate and inflexible expectations.
Teacher qualifications	• Teachers are qualified to work with 4- and 5-year-olds through college-level preparation in Early Childhood Education or Child Development and supervised experience with this age group.	• Teachers with no specialized training or supervised experience working with 4- and 5-year-olds are viewed as qualified because they are state certified, regardless of the level of certification.
Staffing	• The group size and ratio of teachers to children is limited to enable individualized and age-appropriate programming. Four- and 5-year-olds are in groups of no more than 20 children with 2 adults.	• Because older children can function reasonably well in large groups, it is assumed that group size and number of adults can be the same for 4- and 5-year-olds as for elementary grades.

INTEGRATED COMPONENTS OF APPROPRIATE AND INAPPROPRIATE PRACTICE IN *THE PRIMARY GRADES*

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Curriculum goals	• Curriculum is designed to develop children's knowledge and skills in all developmental areas—physical, social, emotional, and intellectual—and to help children learn how to learn—to establish a foundation for lifelong learning.	• Curriculum is narrowly focused on the intellectual domain with intellectual development narrowly defined as acquisition of discrete, technical academic skills, without recognition that all areas of children's development are interrelated.
	• Curriculum and instruction are designed to develop children's self-esteem, sense of competence, and positive feelings toward learning.	• Children's worth is measured by how well they conform to group expectations, such as their ability to read at grade level and their performance on standardized tests.
	• Each child is viewed as a unique person with an individual pattern and timing of growth. Curriculum and instruction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design curriculum. Children are allowed to move at their own pace in acquiring important skills including those of writing, reading, spelling, math, social studies, science, art, music, health, and physical activity. For example, it is accepted that not every child will learn how to read at age 6; most will learn to read by 7; and some will need intensive exposure to appropriate literacy experiences to learn to read by age 8 or 9.	• Children are evaluated against a standardized group norm. All are expected to achieve the same narrowly defined, easily measured academic skills by the same predetermined time schedule typically determined by chronological age and grade level expectations.
Teaching strategies	• The curriculum is integrated so that children's learning in all traditional subject areas occurs primarily through projects and learning centers that teachers plan and that reflect children's interests and suggestions. Teachers guide children's involvement in projects and enrich the learning experience by extending children's ideas, responding to their questions, engaging them in conversation, and challenging their thinking.	• Curriculum is divided into separate subjects and time is carefully allotted for each with primary emphasis given each day to reading and secondary emphasis to math. Other subjects such as social studies, science, and health are covered if time permits. Art, music, and physical education are taught only once a week and only by teachers who are specialists in those areas.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies ***(continued)***	• The curriculum is integrated so that learning occurs primarily through projects, learning centers, and playful activities that reflect current interests of children. For example, a social studies project such as building and operating a store or a science project such as furnishing and caring for an aquarium provide focused opportunities for children to plan, dictate, and/or write their plans (using invented and teacher-taught spelling), to draw and write about their activity, to discuss what they are doing, to read nonfiction books for needed information, to work cooperatively with other children, to learn facts in a meaningful context, and to enjoy learning. Skills are taught as needed to accomplish projects.	• Instructional strategies revolve around teacher-directed reading groups that take up most of every morning, lecturing to the whole group, total class discussion, and paper-and-pencil practice exercises or worksheets to be completed silently by children working individually at desks. Projects, learning centers, play, and outdoor time are seen as embellishments and are only offered if time permits or as reward for good behavior.
	• Teachers use much of their planning time to prepare the environment so children can learn through active involvement with each other, with adults and older children serving as informal tutors, and with materials. Many learning centers are available for children to choose from. Many centers include opportunities for writing and reading, for example a tempting library area for browsing through books, reading silently, or sharing a book with a friend; a listening station; and places to practice writing stories and to play math or language games. Teachers encourage children to evaluate their own work and to determine where improvement is needed and assist children in figuring out for themselves how to improve their work. Some work is corrected in small groups where children take turns giving feedback to one another and correcting their own papers. Errors are viewed as a natural and necessary part of learning. Teachers analyze children's errors and use the information obtained to plan curriculum and instruction.	• Teachers use most of their planning time to prepare and correct worksheets and other seatwork. Little time is available to prepare enriching activities, such as those recommended in the teacher's edition of each textbook series. A few interest areas are available for children who finish their seatwork early or children are assigned to a learning center to complete a prescribed sequence of teacher-directed activities within a controlled time period.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies ***(continued)***	• Individual children or small groups are expected to work and play cooperatively or alone in learning centers and on projects that they usually select themselves or are guided to by the teacher. Activity centers are changed frequently so children have new things to do. Teachers and children together select and develop projects. Frequent outings and visits from resource people are planned. Peer tutoring as well as learning from others through conversation while at work or play occurs daily.	• During most work times, children are expected to work silently and alone on worksheets or other seatwork. Children rarely are permitted to help each other at work time. Penalties for talking are imposed.
	• Learning materials and activities are concrete, real, and relevant to children's lives. Objects children can manipulate and experiment with such as blocks, cards, games, woodworking tools, arts and crafts materials including paint and clay, and scientific equipment are readily accessible. Tables are used for children to work alone or in small groups. A variety of work places and spaces is provided and flexibly used.	• Available materials are limited primarily to books, workbooks, and pencils. Children are assigned permanent desks and desks are rarely moved. Children work in a large group most of the time and no one can participate in a playful activity until all work is finished.

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Every day, individual children or small groups are expected to work and play cooperatively or alone in learning centers and on projects that they usually select themselves or are guided to by the teacher.

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Component	**APPROPRIATE Practice**	**INAPPROPRIATE Practice**
Integrated curriculum	• The goals of the language and literacy program are for children to expand their ability to communicate orally and through reading and writing, and to enjoy these activities. Technical skills or subskills are taught as needed to accomplish the larger goals, not as the goal itself. Teachers provide generous amounts of time and a variety of interesting activities for children to develop language, writing, spelling, and reading ability, such as: looking through, reading, or being read high quality children's literature and nonfiction for pleasure and information; drawing, dictating, and writing about their activities or fantasies; planning and implementing projects that involve research at suitable levels of difficulty; creating teacher-made or child-written lists of steps to follow to accomplish a project; discussing what was read; preparing a weekly class newspaper; interviewing various people to obtain information for projects; making books of various kinds (riddle books, *what if* books, books about pets); listening to recordings or viewing high quality films of children's books; being read at least one high quality book or part of a book each day by adults or older children; using the school library and the library area of the classroom regularly. Some children read aloud daily to the teacher, another child, or a small group of children, while others do so weekly. Subskills such as learning letters, phonics, and word recognition are taught as needed to individual children and small groups through enjoyable games and activities. Teachers use the teacher's edition of the basal reader series as a guide to plan projects and hands-on activities relevant to what is read and to structure learning situations. Teachers accept children's invented spelling with minimal reliance on teacher-prescribed spelling lists. Teachers also teach literacy as the need arises when working on science, social studies, and other content areas.	• The goal of the reading program is for each child to pass the standardized tests given throughout the year at or near grade level. Reading is taught as the acquisition of skills and subskills. Teachers teach reading only as a discrete subject. When teaching other subjects, they do not feel they are teaching reading. A sign of excellent teaching is considered to be silence in the classroom and so conversation is allowed infrequently during select times. Language, writing, and spelling instruction are focused on workbooks. Writing is taught as grammar and penmanship. The focus of the reading program is the basal reader, used only in reading groups, and accompanying workbooks and worksheets. The teacher's role is to prepare and implement the reading lesson in the teacher's guidebook for each group each day and to see that other children have enough seatwork to keep them busy throughout the reading group time. Phonics instruction stresses learning rules rather than developing understanding of systematic relationships between letters and sounds. Children are required to complete worksheets or to complete the basal reader although they are capable of reading at a higher level. Everyone knows which children are in the slowest reading group. Children's writing efforts are rejected if correct spelling and standard English are not used.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum *(continued)*	• The goal of the math program is to enable children to use math through exploration, discovery, and solving meaningful problems. Math activities are integrated with other relevant projects, such as science and social studies. Math skills are acquired through spontaneous play, projects, and situations of daily living. Teachers use the teacher's edition of the math textbook as a guide to structure learning situations and to stimulate ideas about interesting math projects. Many math manipulatives are provided and used. Interesting board and card, paper-and-pencil, and other kinds of games are used daily. Noncompetitive, impromptu oral "math stumper" and number games are played for practice.	• Math is taught as a separate subject at a scheduled time each day. A math textbook with accompanying workbooks, practice sheets, and board work is the focus of the math program. Teachers move sequentially through the lessons as outlined in the teacher's edition of the text. Seldom is time available for recommended "hands-on" activities. Only children who finish their math seatwork are permitted to use the few math manipulatives and games in the classroom. Timed tests on number facts are given and graded daily. Competition between children or groups of children (boys vs. girls, Row 1 vs. Row 2) is used to motivate children to learn math facts.
	• Social studies themes are identified as the focus of work for extended periods of time. Social studies concepts are learned through a variety of projects and playful activities involving independent research in library books; excursions and interviewing visitors; discussions; the relevant use of language, writing, spelling (invented and teacher-taught), and reading skills; and opportunities to develop social skills such as planning, sharing, taking turns, and working in committees. The classroom is treated as a laboratory of social relations where children explore values and learn rules of social living and respect for individual differences through experience. Relevant art, music, dance, drama, woodworking, and games are incorporated in social studies.	• Social studies instruction is included occasionally after the reading and math programs are completed. Social studies projects, usually related to holidays, consist of completing brief activities from the social studies textbook or reading a commercially developed weekly newspaper and doing the accompanying seatwork.

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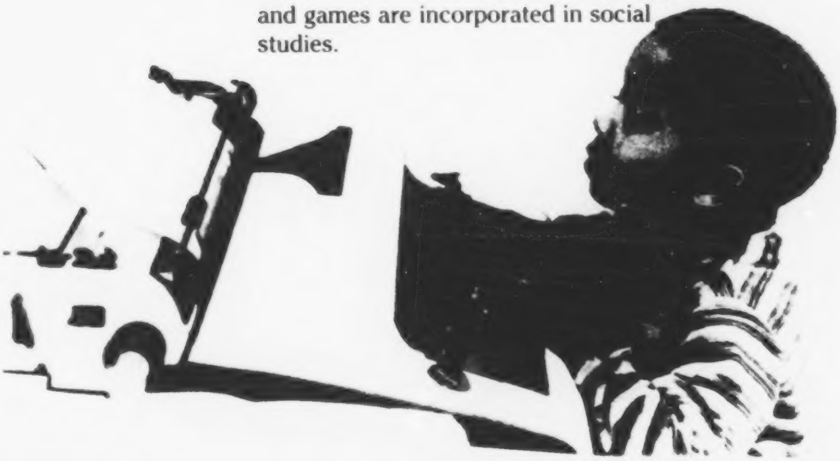

There are many ways to learn to read, write, and spell other than basal readers, workbooks, and spellers.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum ***(continued)***	• Discovery science is a major part of the curriculum, building on children's natural interest in the world. Science projects are experimental and exploratory and encourage active involvement of every child. The science program takes advantage of natural phenomena such as the outdoors, and the classroom includes many plants and pets for which children provide care daily. Through science projects and field trips, children learn to plan; to dictate and/or write their plans; to apply thinking skills such as hypothesizing, observing, experimenting, and verifying; and many science facts related to their own experience.	• Science is taught mainly from a single textbook or not at all. Children complete related worksheets on science topics. Science consists of memorizing facts or watching teacher-demonstrated experiments. Field trips occur rarely or not at all. A science area may have a few plants, seashells, or pine cones that have been there many months and are essentially ignored by the children.
	• A variety of health and safety projects (such as nutrition, dental health, handwashing) are designed to help children learn many personalized facts about health and safety; to integrate their learning into their daily habits; to plan and to dictate and/or write their plans; to draw and write about these activities; to read silently and aloud; and to enjoy learning because it is related to their lives.	• Health is taught with the aid of posters and a textbook. A health lesson is scheduled once a week or a unit on health is completed once a year.
	• Art, music, movement, woodworking, drama, and dance (and opportunities for other physical activity) are integrated throughout each day as relevant to the curriculum and as needed for children to express themselves aesthetically and physically and to express ideas and feelings. Specialists work with classroom teachers and children. Children explore and experiment with various art media and forms of music.	• Art, music, and physical education are taught as seperate subjects only once a week. Specialists do not coordinate closely with classroom teachers. Representational art, evaluated for approximations to reality, is emphasized. Children are expected to follow specific directions resulting in identical projects. Crafts substitude for artistic expression.
	• Multicultural and nonsexist activities and materials are provided to enhance individual children's self-esteem and to enrich the lives of all children with respectful acceptance and appreciation of differences and similarities.	• Cultural and other individual differences are ignored. Children are expected to adapt to the dominant culture. The lack of a multicultural component in the curriculum is justified by the homogeneity of the group, ignoring the fact that we live in a diverse society.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum ***(continued)***	• Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely.	• Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way for children to use up excess energy).
Guidance of social-emotional development	• Teachers promote prosocial behavior, perseverence, industry, and independence by providing many stimulating, motivating activities; encouraging individual choices; allowing as much time as needed for children to complete work; and ensuring moments of private time alone with the teacher or with a close friend.	• Teachers lecture about the importance of appropriate social behavior and use punishment or deprivations (such as no recess) when children who become restless and bored with seatwork whisper, talk, or wander around or when children dawdle and do not finish their work in the allotted time. Teachers do not have time for private conversations with children and only the most able students finish their work in time for special interests or interaction with other children.
	• Children have many opportunities daily to develop social skills such as helping, cooperating, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of social skills at all times, as part of the curriculum.	• Little time is available for children to practice social skills in the classroom because they are seated and doing silent, individual work or are involved in teacher-directed groups. The only opportunities for social interaction occur on the playground, but the teacher is not present unless it is her playground duty day; therefore, children don't have a consistent, familiar adult to help them with problems.
	• Teachers promote the development of children's consciences and self-control through positive guidance techniques including: setting clear limits in a positive manner; involving children in establishing rules for social living and in problem solving of misbehavior; redirecting children to an acceptable activity; and meeting with an individual child who is having problems or with children and their parents. Teachers maintain their perspective about misbehavior, recognizing that every infraction does not warrant attention and identifying those that can be used as learning opportunities.	• Teachers place themselves in an adversarial role with children, emphasizing their power to reward acceptable behavior and punish unacceptable behavior. Their primary goal is maintaining control of the classroom. Teachers spend considerable time enforcing rules, giving external rewards for good behavior, and punishing infractions. When social conflicts arise, the teacher intervenes, separating and quieting participants, avoiding the social issue. Whether or not the teacher intends, her attitude often feels demeaning to the child.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Guidance of social-emotional development ***(continued)***	• Teachers limit or contain overexposure to stimulation such as exciting, frightening, or disturbing real or fantasy events (including holidays, television programs or films, overwhelming museum exhibits, and depictions of disasters). When such events occur, teachers help children deal with excitement or fear and express feelings. Teachers know that although schoolchildren can discriminate between fantasy and reality, their capacity for absorbing stimulation is limited. Teachers recognize signs of overstimulation such as when children become silly, overly excited, and carried away in chasing or wrestling; when children try to unduly scare others by relating dramatic accounts of events or experiences; when children are unable to calm down and focus on the activity at hand; or when they become preoccupied with a frightening event. Teachers' strategy is to prevent these behaviors rather than punishing them and to provide an alternative calming activity.	• Teachers are not sensitive to signs of overstimulation in children and treat such demonstrations as misbehavior that must be punished or teachers escalate the situation by encouraging children to release pent-up energy in uncontrolled activity.
Motivation	• Teachers build on children's internal motivation to make sense of the world and acquire competence. The teacher's role is to work with the child in a supportive way toward shared goals, such as reading, writing, learning about the world, exploring science and math, and mastering the rules and skills of sports. Teachers guide individual children to see alternatives, improvements, and solutions.	• Teachers attempt to motivate children through the use of external rewards and punishments. The teacher's role is to correct errors and make sure the child knows the right answer in all subject areas. Teachers reward children for correct answers with stickers or privileges, praise them in front of the group, and hold them up as examples.
	• Through the relationship with the teacher, the child models her or his enthusiasm for learning, identifies with the teacher's attitudes toward conscientious work, and gains in self-motivation.	• The child, sensing that the teacher is struggling to keep her composure and get through the day, identifies with this attitude and emulates it.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Motivation ***(continued)***	• Teachers point out how good it feels to overcome a hurdle, to try hard to achieve success, and to live up to one's own standards of achievement. The reward for completing a task is an opportunity to try something even more self-challenging, for example "Now that you've finished this book, you can choose another book you want to read."	• Teachers try to motivate children by giving numerical (85%) or letter grades, stickers, gold stars on charts, candy, or privileges such as extra minutes of recess.
Parent-teacher relations	• Teachers view parents as partners in the educational process. Teachers have time for periodic conferences with each child's parents. Parents' visits to school are welcomed at all times and home visits by teachers are encouraged. Teachers listen to parents, seek to understand their goals for their children, and are respectful of cultural and family differences.	• Teachers are not given time for work with parents although many exceptional teachers do it on their own time. Subtle messages convey that schools are for teachers and children, not parents. Teachers view parents' role as carrying out the school's agenda.
	• Members of each child's family are encouraged to help in the classroom (sharing a cultural event or language, telling or reading a story, tutoring, making learning materials or playing games); to help with tasks related to but not occurring within the classroom (sewing costumes, working in the school library); and to assist with decision-making where appropriate.	• Schedules are so tight that parents are seen as one more frustration to teachers who need to cover the curriculum. A policy exists for parent participation, but it receives little time or effort. Teachers go to occasional PTA/PTO meetings and sit quietly in the audience. Teachers make formal contacts with parents through report cards and one yearly conference.
Evaluation	• No letter or numerical grades are given during the primary years. Grades are considered inadequate reflections of children's ongoing learning.	• Grades are seen as important in motivating children to do their work.
	• Each child's progress is assessed primarily through observation and recording at regular intervals. Results are used to improve and individualize instruction. No letter or number grades are given. Children are helped to understand and correct their errors.	• Children are tested regularly on each subject. Graded tests are sent home or are filed after children see their grades. To ease children's stress caused by the emphasis placed on test scores, teachers "teach to the test."
	• Children's progress is reported to parents in the form of narrative comments following an outline of topics. A child's progress is reported in comparison to his or her own previous performance and parents are given general information about how the child compares to standardized national averages.	• Children's progress is reported to parents in letter or numerical grades. Emphasis is on how well the child compares to others in the same grade and to standardized national averages.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Evaluation (*continued*)	• Children are not "promoted" nor do they "fail." Because children progress through sequential curriculum at different paces, they are allowed to progress in all areas as they acquire competence. Retention is avoided because of its serious impact on children's self-esteem and the fact that the practice of retaining children in a grade for another year disproportionately affects male, minority, very young, and low-income children. The program is designed to serve the needs of the children; the children are not expected to change to fit the program.	• Children repeat a grade or are placed in a special "transition" grade if they have not mastered the expected reading and math skills. It is assumed that their performance will improve with repetition or as they mature. Placement decisions are based on children's ability to sit still and complete paperwork, follow directions, and read at or near grade level.
Grouping and staffing	• Size of classroom groups and ratio of adults to children is carefully regulated to allow active involvement of children and time for teachers to plan and prepare group projects that integrate learning and skills in many subject areas and relate to children's interests; to plan for and work with individual children having special needs or interests; to plan and work with parents; and to coordinate with other teachers, teams of specialists, and administrators involved in each child's school experience. Groups of 5-, 6-, 7-, and 8-year-olds are no larger than 25 with 2 adults, one of whom may be a paraprofessional, or no larger than 15 to 18 with one teacher.	• Groups of 25 to 35 children with one teacher are considered acceptable because they are economical and possible with strict scheduling and discipline, use of prepaced textbooks and workbooks, and devoting little attention to individual needs or interests, allowing minimal parent involvement, and allowing no time for coordination among teachers and specialists. Kindergarten teachers must teach a total of 50 or more children in separate morning and afternoon sessions without the assistance of a paraprofessional.
	• Classroom groups vary in size and composition depending on children's needs. Some groups consist mostly of 5- and 6-year-olds or 6- and 7-year-olds, while others span 3 chronological years (5-, 6-, and 7-year-olds or 6-, 7-, and 8-year-olds) or are composed mainly of same-age children. Children are placed where it is expected that they will do their best, which may be in a family grouping and which is more likely to be determined by developmental than by chronological age. Persistent difficulties of individual children are handled in small groups with more intensive help and the composition of these groups is flexible and temporary.	• Classrooms consist of 25 to 35 children without opportunity for teachers to place children in smaller classes when needed (except children diagnosed as eligible for special or remedial education). Children are grouped by chronological age whenever possible, although inconsistencies arise due to dates of birth and the retention of some children. Children are tracked into homogeneous groups according to ability level.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Grouping and staffing *(continued)*	• Five- through 8-year-old children are assigned a primary teacher and remain in relatively small groups of 15 to 25 because so much of their learning and development is integrated and cannot be divided into specialized subjects to be taught by special teachers. Specialists assist the primary adult with special projects, questions, and materials.	• Departmentalized settings and groups of 80 or more children with a team of teachers are common. Teachers teach their special areas of interest and what they know best in isolation from one another and children rotate among different teachers.
	• Care is taken to integrate special needs children into the mainstream classroom socially as well as physically. Care is taken to avoid isolating special needs children in a segregated classroom or pulling them out of a regular classroom so often as to disrupt continuity and undermine their feeling of belonging to the group.	• Special needs children are nominally assigned to a regular class, but almost all their instruction occurs with special teachers elsewhere in the building. These children have only a vague sense of what is happening in their regular classroom and the classroom teacher spends little time with them because she assumes they are getting intensive treatment from the special education teacher. Special needs children may be seated together in a designated area of their regular classroom.
Teacher qualifications	• Teachers are qualified to work with 5- through 8-year-olds through Early Childhood Education degree programs or Elementary Education degree programs with a specialty in Early Childhood Education that includes supervised field experience with this age group and required coursework in child development and how children learn, in integrated curriculum and instructional strategies, and in communication with families.	• Elementary or secondary teachers with no specialized training or field experience working with 5- through 8-year-olds are considered qualified because they are state certified regardless of the grade level for which their coursework prepared them.
	• Ongoing professional development opportunities are provided for primary grade teachers to ensure developmentally appropriate curriculum and instruction and to help teachers become more competent, confident, and creative.	• Teachers participate in continuing professional development to maintain certification although development opportunities are not necessarily related to the primary age group.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Before- and after-school care	• The before- or after-school program is staffed by people trained in early childhood education, child development, and/or recreation. The program offers a wide variety of choices for children (including nutritious snacks) and features private areas, good books, sports, expeditions, clubs, and many home activities like cooking and woodworking. Children may do homework for a short period of time if they choose.	• The before- or after-school program is staffed by unqualified persons with little or no training in child development or recreation. The before- or after-school program is operated as an extension of the structured school day with children expected to do homework or occupy themselves with paper-and-pencil activities OR the program is considered babysitting and children are warehoused in large groups with few available materials.
Transitions	• Children are assisted in making smooth transitions between groups or programs throughout the day by teachers who provide program continuity, maintain ongoing communication, prepare children for the transition, involve parents, and minimize the number of transitions necessary.	• A child's day is fragmented among many different groups and programs with little attempt by adults to communicate or coordinate successful transitions.

11
12
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Darla Cole

Good after-school programs offer a wide variety of choices for children (including nutritious snacks) and feature private areas, good books, sports, expeditions, clubs, and many home activities like cooking and woodworking.

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Rules for Preschool Programs

Chapter 3301-37

Ohio Department of Education
Columbus, Ohio

Revised 1990

RULES FOR PRESCHOOL PROGRAMS
Effective Date August 5, 1988

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An Equal Opportunity Employer

TABLE OF CONTENTS

3301-37-01 DEFINITIONS....................1

3301-37-02 PROGRAM....................5

3301-37-03 STAFF....................7

3301-37-04 POLICIES AND PROCEDURES....................12

3301-37-05 CHILD INFORMATION....................17

3301-37-06 FACILITY....................20

3301-37-07 EQUIPMENT AND SUPPLIES....................22

3301-37-08 PROCEDURES FOR EVALUATION....................25

3301-37-09 SCHOOL FOOD SERVICES....................27

3301-37-10 DIAPERING....................30

3301-37-11 MANAGEMENT OF COMMUNICABLE DISEASES....33

early childhood education
"education begins with life"

3301-37-01 DEFINITIONS.

(A) "BOARD OF EDUCATION" MEANS THE ELECTED GOVERNING BODY OF A SCHOOL DISTRICT OR THE GOVERNING BODY OF A NONPUBLIC SCHOOL.

(B) "CHILD DAY-CARE PROGRAM" MEANS A PROGRAM THAT IS DEVELOPMENTALLY APPROPRIATE FOR THE CHILDREN ENROLLED IN THE PROGRAM.

(C) "CLASS" MEANS A GROUP OF CHILDREN ENROLLED IN THE PRESCHOOL PROGRAM; MAXIMUM GROUP SIZE IS SPECIFIED IN SECTION 3301.56 OF THE REVISED CODE.

(D) "DEPARTMENT" MEANS THE OHIO DEPARTMENT OF EDUCATION.

(E) "DIRECTOR" MEANS THE PERSON RESPONSIBLE FOR SUPERVISION OF A PRESCHOOL PROGRAM. THE DIRECTOR MAY BE THE HEAD TEACHER OR ELEMENTARY PRINCIPAL.

(F) "ELIGIBLE NONPUBLIC SCHOOL" MEANS A NONPUBLIC SCHOOL CHARTERED AS DESCRIBED IN DIVISION (B)(8) OF SECTION 5104.02 OF THE REVISED CODE OR CHARTERED BY THE STATE BOARD OF EDUCATION FOR KINDERGARTEN THROUGH GRADE SIX OR GRADES ONE THROUGH SIX; KINDERGARTEN THROUGH GRADE EIGHT OR GRADES ONE THROUGH EIGHT; OR KINDERGARTEN THROUGH GRADE TWELVE OR GRADES ONE THROUGH TWELVE.

(G) "FULL-SIZED CRIB" MEANS A CRIB WHICH HAS AN INTERIOR DIMENSION GREATER THAN FIFTY-ONE INCHES (PLUS OR MINUS FIVE-EIGHTHS INCH) IN LENGTH AND TWENTY-SEVEN AND SEVEN-EIGHTHS INCHES (PLUS OR MINUS FIVE-EIGHTHS INCH) IN WIDTH. WITH THE MATTRESS SUPPORT IN ITS LOWEST POSITION AND THE CRIB SIDE IN ITS HIGHEST POSITION, THE VERTICAL DISTANCE FROM THE UPPER SURFACE OF THE MATTRESS SUPPORT TO THE UPPER SURFACE OF THE CRIB SIDE AND/OR END PANEL SHALL NOT BE LESS THAN TWENTY-SIX INCHES.

(H) "HANDWASHING FACILITY" MEANS A PERMANENT-TYPE FIXTURE WITH RUNNING WATER WHICH CONFORMS TO THE REQUIREMENTS OF THE "OHIO PLUMBING CODE" IN CHAPTER 4101:2-51 OF THE ADMINISTRATIVE CODE.

(I) "HEAD TEACHER" MEANS A PERSON HIRED TO GUIDE AND INSTRUCT A CLASS OF PRESCHOOLCHILDREN ENROLLED IN THE PROGRAM AND WHO MAY SUPERVISE THE PRESCHOOL PROGRAM.

(J) "INFANT" MEANS A CHILD WHO IS LESS THAN EIGHTEEN MONTHS OF AGE.

(K) "NONAMBULATORY CHILD" MEANS ANY CHILD WHO IS UNABLE TO LEAVE A BUILDING UNASSISTED UNDER EMERGENCY CONDITIONS; UNABLE TO WALK FORWARD OR BACKWARD UNASSISTED; UNABLE TO GO UP OR DOWN STEPS WITHOUT HELP; AND/OR DEPENDENT UPON MECHANICAL AIDS SUCH AS CRUTCHES, WALKERS, AND WHEELCHAIRS.

(L) "NONTEACHING EMPLOYEE" MEANS A PRESCHOOL EMPLOYEE WHOSE PRIMARY RESPONSIBILITIES ARE DUTIES OTHER THAN CARE, TEACHING, AND SUPERVISION OF PRESCHOOLCHILDREN.

(M) "NONTOILET-TRAINED TODDLER" MEANS A CHILD WHO IS AT LEAST EIGHTEEN MONTHS OF AGE BUT LESS THAN THREE YEARS OF AGE, AND REQUIRES THE USE OF DIAPERS OR TRAINING PANTS.

(N) "PARENT" MEANS A PERSON OR GOVERNMENT AGENCY THAT IS OR WILL BE RESPONSIBLE FOR A CHILD'S SCHOOL ATTENDANCE UNDER SECTION 3321.01 OF THE REVISED CODE.

(O) "POLICIES" MEAN PRINCIPLES GOVERNING THE OPERATION OF THE PRESCHOOL PROGRAM. POLICIES SHALL BE ESTABLISHED AND ADOPTED BY THE BOARD OF EDUCATION.

(P) "PORTA CRIB" MEANS A CRIB WHICH HAS AN INTERIOR DIMENSION SMALLER THAN FORTY-NINE AND THREE-FOURTHS INCHES (PLUS OR MINUS FIVE-EIGHTHS INCH) IN LENGTH AND TWENTY-SIX AND FIVE-EIGHTHS INCHES (PLUS OR MINUS FIVE-EIGHTHS INCH) IN WIDTH. WITH THE MATTRESS SUPPORT IN ITS LOWEST POSITION AND THE CRIB SIDE IN ITS HIGHEST POSITION, THE VERTICAL DISTANCE FROM THE UPPER SURFACE OF THE MATTRESS SUPPORT TO THE UPPER SURFACE OF THE CRIB SIDE AND/OR END PANEL SHALL NOT BE LESS THAN TWENTY-TWO INCHES.

(Q) "PRESCHOOLCHILD" MEANS A CHILD WHO HAS NOT ENTERED KINDERGARTEN AND IS NOT OF COMPULSORY SCHOOL AGE.

(R) "PRESCHOOL PROGRAM" MEANS A CHILD DAY-CARE PROGRAM FOR CHILDREN WHO HAVE NOT ENTERED KINDERGARTEN AND WHO ARE NOT OF COMPULSORY SCHOOL AGE.

(S) "PRESCHOOL STAFF MEMBER" MEANS A PRESCHOOL EMPLOYEE WHOSE PRIMARY RESPONSIBILITY IS CARE, TEACHING, OR SUPERVISION OF PRESCHOOLCHILDREN.

(T) "PROCEDURES" MEAN AN ADMINISTRATIVE COURSE OF ACTION SPECIFIED IN WRITING.

(U) "SCHOOL-AGE CHILD" MEANS A CHILD WHO IS FIVE YEARS OLD AS OF SEPTEMBER THIRTIETH AND ENROLLED IN KINDERGARTEN OR AGE SIX AND OF COMPULSORY SCHOOL AGE.

(V) "SCHOOL BUILDING" MEANS A BUILDING THAT IS OWNED OR LEASED AND OPERATED BY THE DISTRICT OR ELIGIBLE NONPUBLIC SCHOOL AND HAS BEEN APPROVED BY A MUNICIPAL, TOWNSHIP, OR COUNTY BUILDING DEPARTMENT FOR THE PURPOSE OF OPERATING A PROGRAM FOR PRESCHOOLCHILDREN.

(W) "SCHOOL DISTRICT" MEANS ANY CITY, COUNTY, EXEMPTED VILLAGE, LOCAL, JOINT VOCATIONAL AND/OR NONPUBLIC SCHOOL CHARTERED BY THE STATE BOARD OF EDUCATION.

(X) "SPACE" MEANS AN AREA DEFINED BY CONTINUOUS BARRIERS THAT ARE AT LEAST THIRTY-SIX INCHES IN HEIGHT. THE BARRIERS MAY BE PERMANENT OR NONPERMANENT WALLS, BOOKCASES, PARTITIONS OR SOME SIMILAR DEVICE USED TO DEFINE THE AREA.

(Y) "SUPERVISION" MEANS THE PROCESS OF OVERSEEING THE DAILY OPERATION OF THE PRESCHOOL PROGRAM.

(Z) "SUPERINTENDENT" MEANS CHIEF ADMINISTRATIVE OFFICER OF A SCHOOL DISTRICT OR THE CHIEF ADMINISTRATIVE OFFICER OF A NONPUBLIC SCHOOL.

(AA) "TEACHER" MEANS A PERSON HIRED TO INSTRUCT A CLASS OF PRESCHOOLCHILDREN ENROLLED IN THE PROGRAM.

(BB) "TODDLER" MEANS A CHILD WHO IS AT LEAST EIGHTEEN MONTHS OF AGE BUT LESS THAN THREE YEARS OF AGE.

(CC) "TOILET-TRAINED TODDLER" MEANS A CHILD WHO IS AT LEAST EIGHTEEN MONTHS OF AGE BUT LESS THAN THREE YEARS OF AGE AND DOES NOT REQUIRE THE USE OF DIAPERS OR TRAINING PANTS.

3301-37-01

EFFECTIVE: August 5, 1988

Franklin B. Walter
CERTIFICATION

July 20, 1988
DATE

PROMULGATED UNDER: R.C. CHAPTER 119.
RULE AMPLIFIES: R.C. 3301.52 to 3301.57

3301-37-02 PROGRAM.

(A) A WRITTEN PHILOSOPHY AND GOALS SHALL GIVE DIRECTION TO THE PROGRAM AND SHALL PROVIDE A BASIS FOR DAILY OPERATION THAT SHALL EFFECTIVELY PROMOTE THE NEEDS, INTERESTS, AND ABILITIES OF EACH CHILD THROUGH QUIET AND ACTIVE PLAY.

(B) A PLAN SHALL BE ADOPTED WHICH DESCRIBES THE ACTIVITIES, LEARNING ENVIRONMENT, AND OTHER AGE-APPROPRIATE APPROACHES WHICH MEET THE DEVELOPMENTAL NEEDS OF THE CHILD.

(C) THE PROGRAM SHALL HAVE ON FILE AND PROVIDE TO EACH PARENT A WRITTEN PLAN THAT WILL ENCOURAGE PARENTAL PARTICIPATION AND KEEP PARENTS INFORMED ABOUT THE PROGRAM AND ITS SERVICES. THE WRITTEN PLAN SHALL INCLUDE INFORMATION TO ADVISE PARENTS HOW TO OBTAIN COPIES OF INSPECTION REPORTS OF THE PROGRAM. A CONFERENCE SHALL BE HELD AT LEAST TWICE A YEAR.

(D) THE PROGRAM SHALL INCLUDE A BALANCE OF BOTH QUIET AND ACTIVE PLAY THROUGHOUT THE DAY WHICH SHALL MEET INTELLECTUAL, PHYSICAL, SOCIAL, AND EMOTIONAL NEEDS OF EACH CHILD. THE QUIET AND ACTIVE PLAY SHALL BE REFLECTED IN THE WRITTEN PROGRAM AND UPON ACTUAL OBSERVATION OF THE PROGRAM.

(E) A FULL-DAY PROGRAM SERVING PRESCHOOLCHILDREN SHALL HAVE A NAP PERIOD REFLECTED IN THE DAILY WRITTEN PROGRAM.

(F) A COPY OF THE PROGRAM SCHEDULE FOR EACH AGE GROUP SHALL BE MADE AVAILABLE FOR EVALUATION TO THE DEPARTMENT.

(G) CHILD PROGRESS SHALL BE REVIEWED ACCORDING TO THE PROGRAM PHILOSOPHY AND GOALS. REPORTS OF PROGRESS SHALL BE MADE TO PARENT(S) AT ESTABLISHED INTERVALS. ALL REPORTING SHALL BE ACCORDING TO ESTABLISHED PROCEDURES OF THE BOARD OF EDUCATION.

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RULE AMPLIFIES: R.C. 3301.53 (A)(1)
AND (2), 3301.57(D)

3301-37-03 STAFF.

(A) THE DIRECTOR AND STAFF SHALL BE RECRUITED, EMPLOYED, ASSIGNED, EVALUATED, AND PROVIDED INSERVICE EDUCATION IN ACCORDANCE WITH ADOPTED BOARD POLICIES AND WITHOUT DISCRIMINATION ON THE BASIS OF AGE, COLOR, NATIONAL ORIGIN, RACE, SEX, OR HANDICAP.

(B) THE DIRECTOR AND STAFF SHALL BE ASSIGNED RESPONSIBILITIES IN ACCORDANCE WITH WRITTEN POSITION DESCRIPTIONS COMMENSURATE WITH THEIR CERTIFICATION AND QUALIFICATIONS, RESPECTIVELY. THE DIRECTOR AND/OR HEAD TEACHER SHALL BE ONSITE AT THE PRESCHOOL PROGRAM AT LEAST HALF OF THE PROGRAM'S OPERATING HOURS.

(C) THE DIRECTOR SHALL HOLD EITHER A VALID PREKINDERGARTEN TEACHING CERTIFICATE ISSUED UNDER SECTION 3301.50 OF THE REVISED CODE, A VALID KINDERGARTEN-PRIMARY CERTIFICATE ISSUED UNDER SECTIONS 3319.22 TO 3319.29 OF THE REVISED CODE, OR A VALID ELEMENTARY PRINCIPAL'S CERTIFICATE ISSUED UNDER SECTIONS 3319.22 TO 3319.29 OF THE REVISED CODE AND HAVE COMPLETED AT LEAST FOUR COURSES IN CHILD DEVELOPMENT OR EARLY CHILDHOOD EDUCATION FROM AN ACCREDITED COLLEGE, UNIVERSITY, OR TECHNICAL COLLEGE. A DIRECTOR EMPLOYED TO DIRECT A PROGRAM OPERATED BY AN ELIGIBLE, NONTAX-SUPPORTED, NONPUBLIC SCHOOL SHALL BE CONSIDERED TO MEET THE REQUIREMENTS OF THIS RULE IF HE HOLDS A VALID TEACHING CERTIFICATE ISSUED IN ACCORDANCE WITH SECTION 3301.071 OF THE REVISED CODE.

(D) THE PRESCHOOL STAFF MEMBER ASSIGNED IN EACH PRESCHOOL CLASS SHALL BE OF GOOD CHARACTER, POSSESS ADEQUATE PHYSICAL AND EMOTIONAL HEALTH, BE EQUIPPED BY EDUCATION, TRAINING, AND/OR EXPERIENCE FOR THE WORK THEY ARE TO PERFORM, AND MEET THE REQUIREMENTS AS PRESCRIBED IN DIVISION (B) OF SECTION 3301.54 OF THE REVISED CODE.

(E) EACH CLASS/GROUP IN A PRESCHOOL PROGRAM ON OR AFTER JULY 1, 1993 SHALL HAVE ASSIGNED A HEAD TEACHER OR TEACHER AND THAT HEAD TEACHER OR TEACHER SHALL HAVE ONE OF THE FOLLOWING:

(1) VALID PREKINDERGARTEN TEACHING CERTIFICATE ISSUED UNDER SECTION 3301.50 OF THE REVISED CODE; OR

(2) VALID PREKINDERGARTEN ASSOCIATE CERTIFICATE ISSUED UNDER SECTION 3301.51 OF THE REVISED CODE; OR

(3) VALID KINDERGARTEN-PRIMARY CERTIFICATE ISSUED UNDER SECTIONS 3319.22 TO 3319.29 OF THE REVISED CODE AND HAVE COMPLETED AT LEAST FOUR COURSES IN CHILD DEVELOPMENT IN EARLY CHILDHOOD EDUCATION FROM AN ACCREDITED COLLEGE, UNIVERSITY, OR TECHNICAL COLLEGE; OR

(4) A BACHELOR'S DEGREE IN CHILD DEVELOPMENT OR EARLY CHILDHOOD EDUCATION EARNED FROM AN ACCREDITED COLLEGE OR UNIVERSITY WITH A MINIMUM OF THIRTY QUARTER OR TWENTY SEMESTER HOURS IN CHILD DEVELOPMENT/PRESCHOOL PROGRAM PLANNING AND METHODS INCLUDING A SUPERVISED PRACTICUM WITH PRESCHOOLCHILDREN; OR

(5) IF THE PERSON IS EMPLOYED AS A HEAD TEACHER OR TEACHER IN A PRESCHOOL PROGRAM OPERATED BY AN ELIGIBLE NONTAX-SUPPORTED, NONPUBLIC SCHOOL, HE SHALL BE CONSIDERED TO MEET THE REQUIREMENTS OF THIS RULE IF HE HOLDS A VALID TEACHING CERTIFICATE ISSUED IN ACCORDANCE WITH SECTION 3301.071 OF THE REVISED CODE.

(F) A PRESCHOOL STAFF MEMBER SHALL ANNUALLY COMPLETE FIFTEEN HOURS OF INSERVICE TRAINING IN CHILD DEVELOPMENT OR EARLY CHILDHOOD EDUCATION; CHILD ABUSE RECOGNITION AND PREVENTION; FIRST AID; AND/OR IN PREVENTION, RECOGNITION, AND MANAGEMENT OF COMMUNICABLE DISEASES, UNTIL A TOTAL OF FORTY-FIVE HOURS HAS BEEN COMPLETED, UNLESS HE HOLDS AN ASSOCIATE OR HIGHER DEGREE IN CHILD DEVELOPMENT OR EARLY CHILDHOOD EDUCATION FROM AN ACCREDITED COLLEGE, UNIVERSITY, OR TECHNICAL COLLEGE, A PREKINDERGARTEN ASSOCIATE CERTIFICATE ISSUED BY THE STATE BOARD OF EDUCATION, OR A PREKINDERGARTEN TEACHING CERTIFICATE.

(G) THE TRAINING SPECIFIED IN THIS RULE SHALL BE PROVIDED BY AN APPROVED TRAINER WHO SHALL HAVE AT LEAST TWO YEARS OF EXPERIENCE SPECIFIC TO THE SUBJECT AREA AND POSSESS ONE OF THE FOLLOWING:

(1) AN ASSOCIATE OR HIGHER DEGREE IN CHILD DEVELOPMENT OR EARLY CHILDHOOD EDUCATION, EDUCATION, HOME ECONOMICS, NURSING, NUTRITION, PSYCHOLOGY, DENTAL HYGIENE, OR SOCIAL WORK. EVIDENCE OF AN ASSOCIATE OR HIGHER DEGREE SHALL BE A COPY OF A DIPLOMA, A TRANSCRIPT, OR OTHER WRITTEN

EVIDENCE ACCEPTED BY THE DIRECTOR AS EVIDENCE OF COMPLETION OF AT LEAST NINETY QUARTER CREDIT HOURS OR SIXTY SEMESTER CREDIT HOURS FROM AN ACCREDITED COLLEGE, UNIVERSITY, OR TECHNICAL COLLEGE. THE COURSEWORK SHALL INCLUDE AT LEAST THIRTY-SIX QUARTER CREDIT HOURS OR TWENTY-FOUR SEMESTER CREDIT HOURS IN COURSES IN ANY OF THE SUBJECT AREAS LISTED IN PARAGRAPH (F) OF THIS RULE; OR

(2) A PREKINDERGARTEN CERTIFICATE ISSUED BY THE STATE BOARD OF EDUCATION; OR

(3) A LICENSE AS A PHYSICIAN OR REGISTERED NURSE.

(H) PRESCHOOL STAFF MEMBERS WHO HAVE MET THE REQUIREMENTS AS STATED IN PARAGRAPH (F) OF THIS RULE SHALL BE REQUIRED TO COMPLETE AT A MINIMUM FOUR-TENTHS OF ONE CONTINUING EDUCATION UNIT OF TRAINING IN CHILD CARE, CHILD DEVELOPMENT, EARLY CHILDHOOD EDUCATION, OR OTHER CHILD-CARE RELATED SUBJECTS PER EMPLOYMENT YEAR. THE TRAINING SHALL BE PROVIDED IN ACCORDANCE WITH RULE 3301-22-01 OF THE ADMINISTRATIVE CODE.

(I) A DIRECTOR AND PRESCHOOL STAFF MEMBER MUST NOT HAVE PLEADED GUILTY OR HAVE BEEN CONVICTED OF ANY OFFENSE MENTIONED IN DIVISION (C) OF SECTION 3301.54 OF THE REVISED CODE AND SHALL SIGN AND PROVIDE A STATEMENT ATTESTING TO SUCH AS REQUIRED BY DIVISION (C) OF SECTION 3301.54 OF THE REVISED CODE.

(J) EACH DIRECTOR AND PRESCHOOL STAFF MEMBER SHALL BE EXAMINED BY A LICENSED PHYSICIAN NOT MORE THAN THIRTY DAYS BEFORE EMPLOYMENT. AN EMPLOYEE MEDICAL STATEMENT SHALL BE ON FILE AND BE AVAILABLE FOR REVIEW BY THE DEPARTMENT. A DIRECTOR OR PRESCHOOL STAFF MEMBERS HIRED BEFORE JULY 1, 1988 SHALL BE EXAMINED BY A LICENSED PHYSICIAN NOT MORE THAN TWELVE MONTHS BEFORE THE FIRST DAY OF SCHOOL.

(K) THE PRESCHOOL STAFF MEMBER/CHILD RATIO MUST BE MAINTAINED AT ALL TIMES. SUFFICIENT PRESCHOOL STAFF MEMBERS MUST BE PHYSICALLY PRESENT WITH THE CHILDREN AT ALL TIMES TO MEET STAFF MEMBER/CHILD RATIO REQUIREMENTS. EACH CLASS/GROUP, ON OR AFTER JULY 1, 1993, SHALL HAVE AT LEAST ONE HEAD TEACHER OR TEACHER AS DEFINED IN PARAGRAPH (E) OF THIS RULE. NO CHILD SHALL EVER BE LEFT ALONE OR UNSUPERVISED. IN EACH PROGRAM THE MAXIMUM NUMBER OF CHILDREN PER PRESCHOOL STAFF MEMBER AND THE MAXIMUM GROUP SIZE BY AGE CATEGORY OF CHILDREN SHALL BE AS FOLLOWS:

AGE GROUP	STAFF MEMBER/CHILD RATIO	MAXIMUM GROUP SIZE
BIRTH TO LESS THAN 12 MONTHS	1:5, or 2:12 if two preschool staff members are in the room	12
12 MONTHS TO LESS THAN 18 MONTHS	1:6	12
18 MONTHS TO LESS THAN 30 MONTHS	1:7	14
30 MONTHS TO LESS THAN 3 YEARS	1:8	16
3 YEAR OLDS	1:12	24
4 AND 5 YEAR OLDS NOT IN SCHOOL	1:14	28

(L) AT LEAST TWO RESPONSIBLE ADULTS SHALL BE READILY AVAILABLE AT ALL TIMES WHEN SEVEN OR MORE CHILDREN ARE PRESENT IN THE PROGRAM. ONE ADULT SHALL BE A PRESCHOOL STAFF MEMBER. THE SECOND ADULT SHALL:

(1) BE AVAILABLE WITHIN THE BUILDING USED FOR THE PRESCHOOL PROGRAM OR IN AN ADJACENT OUTDOOR AREA;

(2) BE ABLE TO BE SUMMONED BY THE PRESCHOOL STAFF MEMBER WITHOUT LEAVING THE GROUP ALONE OR UNSUPERVISED; AND

(3) BE ABLE TO REACT IN RESPONSE TO SUCH SUMMONS SO AS TO REDUCE RISK TO CHILDREN DURING AN EMERGENCY CIRCUMSTANCE.

(M) WHEN AGE GROUPS ARE COMBINED, THE MAXIMUM NUMBER OF CHILDREN PER PRESCHOOL STAFF MEMBER SHALL BE DETERMINED BY THE AGE OF THE YOUNGEST CHILD IN THE GROUP, EXCEPT THAT WHEN NO MORE THAN ONE CHILD, THIRTY MONTHS OF AGE OR OLDER, RECEIVES CARE IN A GROUP IN WHICH ALL THE OTHER CHILDREN ARE IN THE NEXT OLDER AGE GROUP, THE MAXIMUM NUMBER OF CHILDREN PER PRESCHOOL STAFF MEMBER AND MAXIMUM GROUP SIZE REQUIREMENTS OF THE OLDER AGE GROUP ESTABLISHED IN PARAGRAPH (K) OF THIS RULE SHALL APPLY.

(N) IN A ROOM WHERE CHILDREN ARE NAPPING, IF ALL CHILDREN ARE AT LEAST EIGHTEEN MONTHS OF AGE, THE MAXIMUM NUMBER OF CHILDREN PER PRESCHOOL STAFF MEMBER SHALL, FOR A PERIOD NOT TO EXCEED ONE AND ONE-HALF HOURS IN ANY TWENTY-FOUR-HOUR DAY, BE TWICE THE MAXIMUM NUMBER OF CHILDREN PER PRESCHOOL STAFF MEMBER ESTABLISHED IN PARAGRAPH (K) OF THIS RULE IF ALL THE FOLLOWING CRITERIA ARE MET:

(1) AT LEAST ONE PRESCHOOL STAFF MEMBER SHALL BE PHYSICALLY PRESENT IN THE ROOM AT ALL TIMES DURING NAP TIME. THE PRESCHOOL STAFF MEMBER(S) ASSIGNED TO A ROOM WHERE CHILDREN ARE NAPPING SHALL BE RESPONSIBLE FOR THE CARE AND SUPERVISION OF THE CHILDREN IN THE ROOM AND SHALL BE ABLE TO SUMMON OTHER CHILD-CARE STAFF MEMBERS WITHOUT LEAVING THE ROOM;

(2) THERE SHALL BE ENOUGH PRESCHOOL STAFF MEMBERS READILY ACCESSIBLE WITHIN THE BUILDING IN WHICH THE PROGRAM IS LOCATED TO ENSURE THAT THE MAXIMUM NUMBER OF CHILDREN PER PRESCHOOL STAFF MEMBER AS REQUIRED BY PARAGRAPH (K) OF THIS RULE IS MET AT ALL TIMES; AND

(3) NAP-TIME PREPARATION SHALL HAVE BEEN COMPLETED AND ALL NAPPING CHILDREN SHALL BE RESTING OR SLEEPING ON COTS.

EFFECTIVE: August 5, 1988

Franklin B. Walter
CERTIFICATION

July 20, 1988
DATE

PROMULGATED UNDER: R.C. CHAPTER 119.
RULE AMPLIFIES: R.C. 3301.53 (B),
3301.54, 3301.56

3301-37-04 POLICIES AND PROCEDURES.

(A) THE PROGRAM SHALL BE GUIDED BY WRITTEN POLICIES OF THE BOARD WHICH ARE CONSISTENT WITH APPLICABLE STATUTORY REQUIREMENTS CONTAINED IN THE REVISED CODE AND RULES ADOPTED BY THE STATE BOARD OF EDUCATION. SUCH POLICIES APPROPRIATE FOR CHILDREN ENROLLED IN THE PROGRAM SHALL INCLUDE, BUT NOT BE LIMITED TO:

(1) STAFF;

(2) CUMULATIVE RECORDS;

(3) DEVELOPMENTALLY APPROPRIATE PROGRAM PLANNING;

(4) HEALTH AND SAFETY;

(5) DEVELOPMENTALLY APPROPRIATE MATERIALS AND EQUIPMENT;

(6) ADMISSION;

(7) ATTENDANCE AND DISCIPLINE;

(8) SELECTION AND USE OF DEVELOPMENTALLY APPROPRIATE MATERIALS, EQUIPMENT, AND RESOURCES THAT MEET THE INTELLECTUAL, PHYSICAL, SOCIAL, AND EMOTIONAL NEEDS OF THE PRESCHOOLCHILD;

(9) MANAGEMENT OF COMMUNICABLE DISEASES; AND

(10) TRANSPORTATION AND FIELD TRIPS.

(B) EACH SCHOOL DISTRICT OR ELIGIBLE NONPUBLIC SCHOOL THAT OPERATES A PROGRAM SHALL ASSIGN RESPONSIBILITIES FOR THE FOLLOWING.

(1) ENSURING THAT THE HEALTH AND SAFETY OF THE CHILDREN ARE SAFEGUARDED BY AN ORGANIZED PROGRAM OF SCHOOL HEALTH SERVICES DESIGNED TO IDENTIFY CHILD HEALTH PROBLEMS AND TO COORDINATE SCHOOL AND COMMUNITY HEALTH RESOURCES FOR CHILDREN, AS EVIDENCED BY BUT NOT LIMITED TO:

(a) REQUIRING IMMUNIZATION AND COMPLIANCE WITH EMERGENCY MEDICAL AUTHORIZATION REQUIREMENTS IN ACCORDANCE WITH RULES ADOPTED BY THE STATE BOARD OF EDUCATION UNDER SECTION 3301.53 OF THE REVISED CODE;

(b) PROVIDING PROCEDURES FOR EMERGENCY SITUATIONS, INCLUDING FIRE DRILLS, RAPID DISMISSALS, AND TORNADO DRILLS IN ACCORDANCE WITH SECTION 3737.73 OF THE REVISED CODE, AND KEEPING RECORDS OF SUCH DRILLS OR DISMISSALS;

(c) POSTING MEDICAL AND DENTAL EMERGENCY PROCEDURES IN EACH PRESCHOOLROOM AND BY EACH TELEPHONE AND MAKING SUCH AVAILABLE TO SCHOOL PERSONNEL, CHILDREN, AND PARENTS;

(d) POSTING EMERGENCY NUMBERS BY EACH TELEPHONE;

(e) SUPERVISING GROUNDS, PLAY AREAS, AND OTHER FACILITIES WHEN SCHEDULED FOR USE BY CHILDREN; AND

(f) PROVIDING FIRST-AID FACILITIES AND MATERIALS.

(2) SUPERVISING EACH CHILD'S ADMISSION, PLACEMENT, AND WITHDRAWAL ACCORDING TO ESTABLISHED PROCEDURES.

(3) PREPARING AT LEAST ONCE ANNUALLY FOR EACH GROUP OF CHILDREN IN THE PROGRAM A ROSTER OF THE NAME AND TELEPHONE NUMBER OF THE CHILD AND OF THE CHILD'S PARENT AND, ON REQUEST, FURNISHING THE ROSTER FOR EACH PARENT.

(a) PREPARING A SIMILAR ROSTER OF ALL CHILDREN IN THE PROGRAM AND, ON REQUEST, MAKE IT AVAILABLE TO EACH PARENT WITH A CHILD IN THE PROGRAM.

(b) SECURING FROM EACH PARENT A SIGNED STATEMENT INDICATING WHETHER SUCH INDIVIDUAL DESIRES TO BE INCLUDED IN ROSTERS PREPARED IN ACCORDANCE WITH THIS PARAGRAPH.

(c) ENSURING THAT A ROSTER IS NOT FURNISHED TO ANY PERSON OTHER THAN A PARENT.

(C) PRIOR TO THE ADMINISTRATION OF A MEDICATION, FOOD SUPPLEMENT, MODIFIED DIET, OR FLUORIDE SUPPLEMENT, THE PROGRAM SHALL:

(1) SECURE THE WRITTEN INSTRUCTIONS OF A LICENSED PHYSICIAN OR LICENSED DENTIST AS APPROPRIATE FOR THE ADMINISTRATION OF ANY MEDICATION, FOOD SUPPLEMENT, MODIFIED DIET, OR FLUORIDE SUPPLEMENT; AND

(2) SECURE THE WRITTEN, SIGNED, AND DATED INSTRUCTIONS OF THE PARENT OR GUARDIAN ON THE FORM PROVIDED BY THE DIRECTOR FOR THE ADMINISTRATION OF THE MEDICATION, FOOD SUPPLEMENT, MODIFIED DIET, OR FLUORIDE SUPPLEMENT.

(D) EACH TIME MEDICATION IS ADMINISTERED, A WRITTEN RECORD OR LOG INCLUDING DOSAGE, DATE, AND TIME SHALL BE MADE. THAT RECORD OR LOG SHALL BE KEPT ON FILE FOR ONE YEAR.

(E) ANY PARENT OF A CHILD ENROLLED IN THE PROGRAM SHALL BE PERMITTED UNLIMITED ACCESS TO THE SCHOOL DURING ITS HOURS OF OPERATION TO CONTACT HIS CHILD, EVALUATE THE CARE PROVIDED BY THE PROGRAM, THE PREMISES, OR FOR OTHER PURPOSES APPROVED BY THE DIRECTOR. UPON ENTERING THE PREMISES, THE PARENT SHALL REPORT TO THE SCHOOL OFFICE.

(F) IN EACH BUILDING IN WHICH A PROGRAM IS OPERATED THERE SHALL BE READILY AVAILABLE AT ALL TIMES AT LEAST ONE PRESCHOOL STAFF MEMBER WHO HAS COMPLETED A COURSE APPROVED BY THE STATE DEPARTMENT OF HEALTH OR THE APPROVED "AMERICAN RED CROSS" TRAINING PROGRAM IN:

(1) FIRST AID; AND

(2) PREVENTION, RECOGNITION, AND MANAGEMENT OF COMMUNICABLE DISEASES.

(G) IN EACH BUILDING IN WHICH A PROGRAM IS OPERATED, THERE SHALL BE READILY AVAILABLE AT ALL TIMES AT LEAST ONE PRESCHOOL STAFF MEMBER WHO HAS COMPLETED A COURSE APPROVED BY THE DEPARTMENT IN CHILD ABUSE RECOGNITION AND PREVENTION.

(H) INFANTS AND NONAMBULATORY CHILDREN EIGHTEEN MONTHS OF AGE OR OLDER SHALL RECEIVE CARE IN ROOMS ON THE FIRST STORY WITH GRADE LEVEL EXITS TO THE OUTSIDE UNLESS APPROVED BY A CERTIFIED FIRE SAFETY INSPECTOR OR STATE FIRE MARSHAL. CARE ON A STORY OTHER THAN THE FIRST STORY SHALL BE ANNUALLY APPROVED BY A CERTIFIED FIRE SAFETY INSPECTOR OR STATE FIRE MARSHAL. IF OTHER THAN THE FIRST STORY, THE ANNUAL FIRE APPROVAL FORM PRESCRIBED BY THE DEPARTMENT SHALL INDICATE THE STORY APPROVED FOR CARE OF INFANTS AND NONAMBULATORY CHILDREN EIGHTEEN MONTHS OF AGE OR OLDER.

(I) ALL PRESCHOOL STAFF MEMBERS SHALL WASH THEIR HANDS WITH SOAP AND RUNNING WATER AFTER EACH DIAPER CHANGE, OR AFTER ASSISTING A CHILD WITH TOILETING; AFTER CLEANING; AFTER TOILETING; BEFORE PREPARING OR EATING FOOD; BEFORE FEEDING ANY CHILD; AND WHEN HANDS HAVE BEEN IN CONTACT WITH NASAL OR MUCOUS SECRETIONS. DISPOSABLE TOWELS OR AN AIR HAND DRYER SHALL BE AVAILABLE AT ALL TIMES.

(J) A PRESCHOOL PROGRAM SERVING A HANDICAPPED CHILD IN A PUBLIC SCHOOL SHALL DO SO IN ACCORDANCE WITH CHAPTER 3301-51 OF THE ADMINISTRATIVE CODE CONCERNING EDUCATION OF THE HANDICAPPED AND A PRESCHOOL PROGRAM SERVING A CHILD IN AN ELIGIBLE NONPUBLIC SCHOOL SHALL DO SO IN ACCORDANCE WITH RULE 5101:2-12-52 OF THE ADMINISTRATIVE CODE CONCERNING CARE OF CHILDREN WITH HANDICAPPING CONDITIONS OR HEALTH CONDITIONS.

(K) THE PRESCHOOL PROGRAM SHALL HAVE WRITTEN PERMISSION FROM THE PARENT OR GUARDIAN OF A CHILD BEFORE THE CHILD SHALL BE PERMITTED TO SWIM OR OTHERWISE PARTICIPATE IN WATER PLAY ACTIVITIES IN BODIES OF WATER TWO OR MORE FEET IN DEPTH. THE WRITTEN PERMISSION SHALL BE SIGNED AND DATED, AND SHALL INCLUDE THE FOLLOWING:

(1) THE CHILD'S NAME;

(2) A STATEMENT INDICATING WHETHER OR NOT THE CHILD IS A SWIMMER; AND

(3) THAT THE PARENT OR GUARDIAN GRANTS PERMISSION FOR THE CHILD TO PARTICIPATE IN WATER ACTIVITIES.

(L) SWIMMING POOLS, WADING POOLS, AND OTHER BODIES OF WATER TWO OR MORE FEET IN DEPTH SHALL BE FENCED OR OTHERWISE MADE INACCESSIBLE TO THE CHILDREN WHEN ADULT SUPERVISION IS NOT AVAILABLE.

(M) PRESCHOOL STAFF MEMBERS SHALL ALWAYS ACCOMPANY AND SUPERVISE CHILDREN AT SWIMMING SITES INCLUDING, BUT NOT LIMITED TO, PUBLIC OR PRIVATE SWIMMING POOLS, LAKES, OR RIVERS. SWIMMING SITES REMOVED FROM THE PROGRAM SHALL BE APPROVED AND SUPERVISED BY LOCAL AUTHORITIES. ACTIVITIES IN BODIES OF WATER TWO OR MORE FEET IN DEPTH SHALL BE SUPERVISED BY PERSONS WHO ARE CURRENTLY CERTIFIED AS LIFEGUARDS OR WATER SAFETY INSTRUCTORS BY THE "AMERICAN RED CROSS" OR AN EQUIVALENT WATER SAFETY PROGRAM.

(N) THE PROGRAM SHALL PROVIDE ENOUGH PRESCHOOL STAFF MEMBERS TO MEET THE REQUIREMENTS OF RULE 3301-37-03 OF THE ADMINISTRATIVE CODE AT ALL TIMES DURING SWIMMING AND WATER PLAY ACTIVITIES.

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RULE AMPLIFIES: R.C. 3301.53, 3301.56

3301-37-05 CHILD INFORMATION.

(A) THE PARENT SHALL PROVIDE, PRIOR TO THE DATE OF ADMISSION OR NOT LATER THAN THIRTY DAYS AFTER DATE OF ADMISSION, AND ANNUALLY FROM THE DATE OF EXAMINATION THEREAFTER, A REPORT FROM A LICENSED PHYSICIAN AFFIRMING THAT THE CHILD IS IN SUITABLE CONDITION FOR ENROLLMENT IN THE PROGRAM. "PRIOR TO THE DATE OF ADMISSION" MEANS:

(1) FOR CHILDREN YOUNGER THAN THREE YEARS OLD AT THE TIME OF ADMISSION, THE EXAMINATION SHALL OCCUR WITHIN SIX MONTHS PRIOR TO THE DATE OF ADMISSION;

(2) FOR CHILDREN THREE YEARS OLD OR OLDER AT THE TIME OF ADMISSION, THE EXAMINATION SHALL OCCUR WITHIN TWELVE MONTHS PRIOR TO THE DATE OF ADMISSION.

(B) THE CUMULATIVE RECORD OF EACH CHILD SHALL INCLUDE BUT NOT BE LIMITED TO:

(1) NAME AND DATE OF BIRTH;

(2) NAME, ADDRESS (HOME AND/OR BUSINESS), AND TELEPHONE NUMBER OF PARENT(S);

(3) NAMES, ADDRESSES, AND TELEPHONE NUMBERS OF TWO PERSONS TO CONTACT IN AN EMERGENCY IF THE PARENT CANNOT BE LOCATED;

(4) NAME OF PERSONS(S) TO WHOM THE CHILD CAN BE RELEASED; AND

(5) PARENT AUTHORIZATION FOR TRANSPORTATION RELATED TO THE PROGRAM.

(C) THE HEALTH RECORD OF EACH CHILD SHALL INCLUDE BUT NOT BE LIMITED TO:

(1) A STATEMENT SIGNED BY A LICENSED PHYSICIAN AS REQUIRED BY PARAGRAPH (A) OF THIS RULE;

(2) PHYSICIAN'S AND DENTIST'S AUTHORIZATION AND WRITTEN INSTRUCTIONS TO ADMINISTER PRESCRIPTION MEDICATION TO A CHILD ENROLLED IN THE PROGRAM;

(3) IMMUNIZATION RECORD AS REQUIRED BY SECTION 3313.67 OF THE REVISED CODE, WHICH RECORD SHALL INCLUDE IMMUNIZATIONS REQUIRED BY SECTION 3313.671 OF THE REVISED CODE;

(4) A LIST OF ANY ALLERGIES AND TREATMENT FOR SAID ALLERGIES;

(5) A LIST OF ANY MEDICATIONS, FOOD SUPPLEMENTS, MODIFIED DIETS, OR FLUORIDE SUPPLEMENTS CURRENTLY BEING ADMINISTERED TO THE CHILD;

(6) A LIST OF ANY CHRONIC PHYSICAL PROBLEMS AND ANY HISTORY OF HOSPITALIZATION;

(7) A LIST OF ANY DISEASES THE CHILD HAS HAD;

(8) NAMES, ADDRESSES, AND TELEPHONE NUMBERS OF PHYSICIAN AND DENTIST IN CASE OF EMERGENCY;

(9) PERMISSION OF PARENT FOR EMERGENCY MEDICAL AND DENTAL CARE AS REQUIRED BY SECTION 3313.712 OF THE REVISED CODE; AND

(10) PERMISSION OF PARENT FOR EMERGENCY TRANSPORTATION.

(D) THE PROGRAM SHALL MAINTAIN DAILY ATTENDANCE RECORDS INCLUDING ADMISSION AND WITHDRAWAL.

(E) THE PROGRAM SHALL SECURE AND HAVE ON FILE ALL REQUIRED INFORMATION NO LATER THAN THE FIRST DAY OF ATTENDANCE UNLESS OTHERWISE REQUIRED.

3301-37-05

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(2), (3); 3301.53 (A)(5)

3301-37-06 FACILITY.

(A) THE PROGRAM SHALL BE LOCATED IN A SAFE AND CONVENIENT FACILITY THAT ACCOMMODATES THE ENROLLMENT, SUPPORTS CHILD GROWTH AND DEVELOPMENT ACCORDING TO PROGRAM OBJECTIVES, AND MEETS THE REQUIREMENTS OF SECTION 3301.55 OF THE REVISED CODE. THE FACILITY SHALL BE FOR THE EXCLUSIVE USE OF THE CHILDREN ENROLLED IN THE PRESCHOOL PROGRAM WHEN THAT PROGRAM IS IN SESSION.

(B) THE FACILITY SHALL INCLUDE NOT LESS THAN THIRTY-FIVE SQUARE FEET OF USABLE, WALL-TO-WALL, INDOOR FLOOR SPACE FOR EACH CHILD. SUCH FLOOR SPACE SHALL NOT INCLUDE HALLWAYS, KITCHENS, STORAGE AREAS, OR ANY OTHER AREAS NOT AVAILABLE FOR THE CARE OF CHILDREN. BATHROOMS SHALL BE INCLUDED ONLY IF THEY ARE USED EXCLUSIVELY BY CHILDREN ENROLLED IN THE PROGRAM.

(C) SAFE PLAY SPACE, INCLUDING BOTH INDOOR AND OUTDOOR PLAY SPACE, TOTALING NOT LESS THAN SIXTY SQUARE FEET FOR EACH CHILD USING THE SPACE AT ANY ONE TIME, SHALL BE REGULARLY AVAILABLE AND SCHEDULED FOR USE.

  (1) THE SURFACE OF THE OUTDOOR PLAY SPACE SHALL BE WELL DRAINED.

  (2) THE PLAY SPACE SHALL BE FREE OF HAZARDS.

(D) PROGRAMS SERVING INFANTS SHALL HAVE DESIGNATED SPACE APART FROM SLEEPING QUARTERS SO THAT EACH INFANT IS ALLOWED TO SIT, CRAWL, TODDLE OR WALK, AND PLAY SAFELY AND COMFORTABLY ACCORDING TO HIS STAGE OF DEVELOPMENT.

(E) INFANTS, NONTOILET-TRAINED TODDLERS, AND CHILDREN ENROLLED WHO ARE PERMANENTLY ASSIGNED TO A GROUP OF INFANTS OR NONTOILET-TRAINED TODDLERS SHALL RECEIVE CARE IN A SPACE OR SPACES APART FROM ALL SPACES USED TO CARE FOR TOILET-TRAINED TODDLERS AND/OR CHILDREN ENROLLED IN THE PROGRAMS.

(F) WHEN CHILDREN IN DIAPERS USE SPACE ALSO USED BY OTHER CHILDREN, THE SPACE SHALL BE FOR THE EXCLUSIVE USE OF SAID CHILDREN IN DIAPERS WHILE THEY ARE WITHIN THE SPACE.

(G) WHEN NONTOILET-TRAINED CHILDREN ARE ENROLLED, THERE SHALL BE HANDWASHING FACILITIES AVAILABLE WITHIN THE SPACE OR SPACES WHERE THE NONTOILET-TRAINED CHILDREN RECEIVE CARE.

(H) HANDWASHING FACILITIES THAT ARE LOCATED ELSEWHERE MAY BE USED WHEN THE FOLLOWING REQUIREMENTS ARE MET:

(1) FOR THE PURPOSES OF DIAPER CHANGING, NO MORE THAN ONE INFANT PER PRESCHOOL STAFF MEMBER SHALL BE REMOVED AT ANY TIME FROM THE SPACE OR SPACES WHERE THE NONTOILET-TRAINED CHILDREN RECEIVE CARE.

(2) THE STAFF MEMBER/CHILD RATIO REQUIREMENTS OF PARAGRAPH (K) OF RULE 3301-37-03 OF THE ADMINISTRATIVE CODE SHALL BE MAINTAINED AT ALL TIMES WITHIN THE SPACE OR SPACES WHERE THE NONTOILET-TRAINED CHILDREN RECEIVE CARE.

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Franklin B. Walter
CERTIFICATION

July 20, 1988
DATE

PROMULGATED UNDER: R.C. CHAPTER 119.
RULE AMPLIFIES: 3301.53 (A)(1), 3301.55 (A)(4)

3301-37-07 EQUIPMENT AND SUPPLIES.

(A) INDOOR AND OUTDOOR PLAY SPACE SHALL CONTAIN FURNITURE, MATERIALS AND EQUIPMENT OF APPROPRIATE SIZE AND TYPE TO MEET THE INTELLECTUAL, PHYSICAL, SOCIAL AND EMOTIONAL NEEDS OF THE PRESCHOOLCHILDREN ENROLLED IN THE PROGRAM. MATERIALS AND EQUIPMENT SHALL BE:

(1) MAINTAINED IN A SAFE AND SANITARY CONDITION; AND

(2) PROVIDED IN QUANTITIES PROPORTIONATE TO THE ENROLLMENT.

(B) FURNITURE, MATERIALS AND EQUIPMENT SHALL MEET SAFETY AND SANITATION GUIDELINES DEVELOPED BY THE DEPARTMENT. THE FOLLOWING REQUIREMENTS SHALL BE MET:

(1) PROTECTIVE MATS SHALL BE PLACED UNDER CLIMBERS;

(2) ELECTRICAL OUTLETS SHALL BE COVERED WHEN NOT IN USE;

(3) SPACE HEATERS SHALL NOT BE USED IN ANY PRESCHOOL PROGRAM UNLESS APPROVED IN WRITING BY THE BUILDING AND/OR FIRE OFFICIAL HAVING JURISDICTION IN THE AREA; AND

(4) IF ELECTRICAL FANS ARE USED, THEY SHALL HAVE PROTECTIVE COVERINGS; SHALL NOT BE EASILY TIPPED OVER; AND SHALL BE PLACED SO THAT THEY ARE NOT HAZARDOUS TO CHILDREN.

(C) PLAY MATERIALS TO BE USED IN THE PROGRAM SHALL BE ARRANGED SO THAT CHILDREN MAY SELECT, REMOVE, AND REPLACE PLAY MATERIALS WITH A MINIMUM OF ASSISTANCE.

(D) FIRST-AID SUPPLIES SHALL BE READILY AVAILABLE AT ALL TIMES THE PROGRAM IS IN OPERATION.

(E) ONE COT SHALL BE AVAILABLE FOR EACH CHILD WHO REMAINS MORE THAN FIVE CONSECUTIVE HOURS IN THE PROGRAM. EACH COT, WITH INDIVIDUAL BEDDING, SHALL BE LABELED IN SOME MANNER AS TO WHO IS ASSIGNED TO USE THE COT AND SHALL BE FOR THE EXCLUSIVE USE OF EACH CHILD BETWEEN SANITATION PROCEDURES. COTS SHALL BE THOROUGHLY CLEANED WITH AN APPROPRIATE GERMICIDAL DETERGENT AND REGULARLY SANITIZED BEFORE ASSIGNMENT FOR USE BY ANOTHER CHILD.

(F) EACH INFANT SHALL BE PROVIDED WITH A SEPARATE CRIB.

(1) THERE SHALL BE ONE CRIB AVAILABLE WHICH MEETS THE REQUIREMENTS OF THIS RULE FOR EACH INFANT.

(2) EACH CRIB SHALL BE LABELED WITH EACH INFANT'S NAME WHO IS ASSIGNED TO USE THE CRIB AND SHALL BE FOR THE EXCLUSIVE USE OF SAID CHILD BETWEEN SANITATION PROCEDURES. CRIBS SHALL BE THOROUGHLY CLEANED WITH AN APPROPRIATE GERMICIDAL DETERGENT AND REGULARLY SANITIZED BEFORE ASSIGNMENT FOR USE BY ANOTHER CHILD.

(3) ONLY CHILDREN UNDER THIRTY INCHES TALL SHALL BE ASSIGNED TO USE A PORTA CRIB.

(4) PORTA CRIBS WITH DIMENSIONS LESS THAN THIRTY-SIX INCHES IN LENGTH AND TWENTY-FOUR INCHES IN WIDTH SHALL NOT BE USED BY CHILDREN ENROLLED IN THE PROGRAM.

(5) ONLY CHILDREN UNDER THIRTY-FIVE INCHES TALL SHALL BE ASSIGNED TO USE A FULL-SIZED CRIB. CHILDREN OVER THIRTY-FIVE INCHES TALL SHALL BE ASSIGNED TO USE A COT.

(G) EACH CRIB SHALL BE OF STURDY CONSTRUCTION, WITH CLOSELY SPACED BARS NOT EXCEEDING TWO AND THREE-EIGHTHS INCHES. STACKED CRIBS, MESH CRIBS, PLAYPENS AND BASSINETS SHALL BE PROHIBITED.

(H) EACH CRIB SHALL HAVE A FIRM MATTRESS WITH A MINIMUM THICKNESS OF ONE AND ONE-HALF INCHES.

(I) EACH MATTRESS SHALL BE SECURELY COVERED WITH A WATERPROOF MATERIAL WHICH IS NOT DANGEROUS TO CHILDREN.

(J) EACH MATTRESS SHALL HAVE A CLEAN BOTTOM CRIB SHEET AND TOP SHEET AND/OR BLANKET WHICH IS CHANGED AT LEAST WEEKLY OR MORE OFTEN AS NECESSARY. THE SHEETS AND BLANKETS SHALL BE CHANGED WHENEVER ANOTHER CHILD USES THE CRIB.

(K) CRIBS SHALL BE SPACED APART FROM EACH OTHER BY A MINIMUM OF TWO FEET ON ALL SIDES.

(L) THE SPACE BETWEEN THE MATTRESS AND THE SIDE OF THE CRIB OR THE END PANELS OF THE CRIB SHALL NOT EXCEED ONE AND ONE-HALF INCHES.

(M) POTTY CHAIRS IN THE PROGRAM SHALL NOT BE LOCATED IN AREAS USED FOR FOOD PREPARATION OR SERVING OR IN AREAS NOT NORMALLY USED FOR DIAPER CHANGING OR TOILETING. POTTIES SHALL BE EMPTIED, CLEANED, DISINFECTED, AND RINSED WITH WATER AFTER EACH USE. THE RINSING SOLUTION SHALL BE DISPOSED OF INTO A TOILET, NOT A SINK. DISPOSABLE CLOTHS USED FOR CLEANING POTTIES SHALL BE USED ONCE AND DISPOSED OF IN A PLASTIC-LINED COVERED RECEPTACLE. REUSABLE CLOTHS SHALL BE STORED IN AN APPROPRIATE GERMICIDAL SOLUTION AND HELD FOR LAUNDERING FOR NO LONGER THAN ONE DAY.

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RULE AMPLIFIES: R.C. 3301.53 (A)(1), 3301.55 (A)(5)

3301-37-08 PROCEDURES FOR EVALUATION.

(A) THE SUPERINTENDENT OR DESIGNEE SHALL MONITOR MONTHLY THE FOLLOWING: ADMINISTRATION OF THE PROGRAM, FACILITIES, FUNDING, RECORDKEEPING, AND COMPLIANCE WITH THIS CHAPTER. AREAS OF NONCOMPLIANCE SHALL BE CORRECTED IMMEDIATELY.

(B) INFORMATION FROM MONTHLY EVALUATIONS SHALL BE AGGREGATED AND SUBMITTED TO THE DEPARTMENT IN AN ANNUAL REPORT.

(C) EACH SUPERINTENDENT OR DESIGNEE SHALL RECEIVE TRAINING PROVIDED BY THE DEPARTMENT IN EVALUATING PROGRAMS.

(D) THE PROGRAM SHALL BE EVALUATED BY THE DEPARTMENT OF EDUCATION TO DETERMINE IF SUCH PROGRAM IS IN COMPLIANCE WITH CHAPTER 3301-37 OF THE ADMINISTRATIVE CODE. SUCH EVALUATION SHALL TAKE PLACE AT LEAST ONCE EVERY FIVE YEARS.

(1) THE SUPERINTENDENT SHALL BE INFORMED OF EVALUATION DATES AND PROCEDURES.

(2) A WRITTEN REPORT OF THE RESULTS OF THE PROGRAM EVALUATION SHALL BE MAILED TO THE SUPERINTENDENT, THE DIRECTOR, AND THE PRESIDENT OF THE BOARD OF EDUCATION. THE EVALUATION REPORT SHALL SPECIFY ANY DEFICIENCIES AND DATES BY WHICH CORRECTIONS WILL BE REQUIRED. THE DIRECTOR SHALL NOTIFY PARENTS AND OTHER INTERESTED PARTIES OF A PUBLIC MEETING TO BE HELD WITHIN THIRTY DAYS OF RECEIPT OF THE EVALUATION REPORT. THE PURPOSE OF THE MEETING WOULD BE TO DISCUSS THE RESULTS OF THE PROGRAM EVALUATION. HOWEVER, A PUBLIC MEETING HELD BY AN ELIGIBLE NONPUBLIC SCHOOL MAY BE LIMITED TO PRESCHOOL STAFF MEMBERS AND PARENTS, GUARDIANS, AND CUSTODIANS OF THE CHILDREN.

(3) A PLAN TO CORRECT DEFICIENCIES SHALL BE PREPARED AND SUBMITTED TO THE DEPARTMENT.

(4) ONSITE VERIFICATION MAY BE CONDUCTED TO REVIEW PROGRESS REGARDING THE CORRECTION OF DEFICIENCIES.

(5) AN EXTENSION OF THE TIMELINE OR ALTERNATE MEANS FOR CORRECTION OF DEFICIENCIES MAY BE APPROVED BY THE DEPARTMENT.

(6) THE DEPARTMENT SHALL MAKE PUBLIC NOTICE OF ANY DEFICIENCIES WHICH HAVE NOT BEEN CORRECTED BY THE TIMES SPECIFIED IN THE EVALUATION REPORT. FAILURE TO COMPLY WITH THE RULES IN THIS CHAPTER MAY BE CAUSE FOR INITIATING PROCEEDINGS FOR WITHHOLDING OF FUNDS.

(E) ALL COMPLAINTS AND REPORTS CONCERNING THE OPERATION OF PROGRAMS REGULATED BY CHAPTER 3301-37 OF THE ADMINISTRATIVE CODE MAY BE REPORTED TO THE DESIGNATED DEPARTMENT OMBUDSMAN. THE NAME AND PHONE NUMBER OF THE DESIGNATED DEPARTMENT OMBUDSMAN SHALL BE POSTED IN A VISIBLE PLACE.

(F) RECORDS AND REPORTS RELATED TO THE PROGRAM SHALL BE SUBMITTED AS REQUESTED BY THE DEPARTMENT.

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RULE AMPLIFIES: R.C. 3301.57

3301-37-09 SCHOOL FOOD SERVICES.

(A) THE PROGRAM SHALL BE IN COMPLIANCE WITH SECTIONS 3313.81 AND 3313.813 OF THE REVISED CODE.

(B) THE PROGRAM SHALL PROVIDE MEALS AND SNACKS OF QUANTITY AND QUALITY TO SUPPLEMENT FOOD SERVED AT HOME SO THAT THE DAILY NUTRITIONAL NEEDS OF THE CHILD ARE MET IN ACCORDANCE WITH REQUIRED DAILY ALLOWANCE AS PRESCRIBED BY THE U.S. DEPARTMENT OF AGRICULTURE MEAL PATTERNS.

(1) A FOOD SOURCE OF VITAMIN C SHALL BE SERVED DAILY AND A FOOD SOURCE OF VITAMIN A SHALL BE SERVED THREE TIMES PER WEEK EITHER WITH THE MEAL OR SNACK REQUIRED BY THIS RULE.

(2) FLUID MILK SHALL BE VITAMIN D FORTIFIED. LOW-FAT, SKIM, OR DRY POWDERED SKIM MILK SHALL BE VITAMIN A AND VITAMIN D FORTIFIED. RECONSTITUTED DRY POWDERED MILK SHALL BE USED ONLY FOR COOKING AND SHALL NOT BE USED AS A BEVERAGE.

(C) LUNCH SHALL BE SERVED TO A PRESCHOOLCHILD WHO IS IN ATTENDANCE ENTIRELY THROUGH THE HOURS OF ELEVEN A.M. AND ONE-THIRTY P.M., INCLUSIVELY.

(D) THE SNACK SHALL BE SERVED DURING THE LONGEST PERIOD BETWEEN MEALS. A CHOICE FROM TWO OF THE GROUPS LISTED BELOW MUST BE SERVED FOR SNACK:

(1) MEAT/MEAT-EQUIVALENT GROUP;

(2) BREAD/BREAD-ALTERNATIVES GROUP;

(3) MILK GROUP; OR

(4) FRUIT/VEGETABLE GROUP.

(E) CURRENT MENUS FOR THE ENTIRE WEEK SHALL BE POSTED IN A CONSPICUOUS PLACE AND SHALL REFLECT ALL MEALS AND SNACKS TO BE SERVED BY THE PROGRAM. ANY SUBSTITUTE FOODS SERVED SHALL BE FROM THE SAME BASIC FOOD GROUP AND SHALL BE RECORDED ON THE POSTED MENU ON THE DAY THE SUBSTITUTE FOOD IS SERVED.

(F) INFANT FOOD AND/OR FORMULA PROVIDED BY THE PARENT SHALL BE LABELED WITH THE CHILD'S NAME, DATE OF PREPARATION, AND IMMEDIATELY REFRIGERATED, EXCEPT FOR UNOPENED COMMERCIALLY PREPARED CANNED FOOD OR FORMULA.

(G) BREAST MILK OR FORMULA PROVIDED BY THE PARENT SHALL BE LABELED WITH THE CHILD'S NAME, THE DATE OF RECEIPT, AND IMMEDIATELY REFRIGERATED. BREAST MILK OR FORMULA SHALL NOT BE STORED FOR MORE THAN TWENTY-FOUR HOURS. THE UNUSED PORTION OF FORMULA, BREAST MILK, OR FOOD REMAINING IN THE CONTAINER FROM WHICH THE INFANT HAS BEEN DIRECTLY FED SHALL NOT BE REHEATED OR SERVED A SECOND TIME.

(H) INFANT FOOD AND FORMULA SHALL BE PREPARED, STORED, AND SERVED IN A MANNER APPROPRIATE TO THE EQUIPMENT USE AND THE NEEDS OF EACH INDIVIDUAL CHILD ACCORDING TO HIS STAGE OF DEVELOPMENT AND IN CONFORMITY WITH WRITTEN INSTRUCTION FROM THE PARENT OR PHYSICIAN IN CHARGE OF THE CHILD.

(I) FORMULA SHALL NOT BE HEATED IN A MICROWAVE OVEN.

(J) FOOD HEATED IN A MICROWAVE OVEN SHALL BE STIRRED OR SHAKEN DURING HEATING TO AVOID UNEVEN HEATING.

(K) INFANTS SHALL BE HELD FOR ALL FEEDINGS.

(L) PROGRAMS THAT CARE FOR INFANTS SHALL PROVIDE COMMERCIALLY PREPARED FORMULA TO BE USED IN THE EVENT THAT THE PARENT DOES NOT PROVIDE A QUANTITY OF FORMULA SUFFICIENT TO MEET THE INFANT'S DAILY REQUIREMENT.

(M) IN ADDITION TO THE REQUIREMENTS STATED IN THIS RULE, PRESCHOOL PROGRAMS SERVING INFANTS SHALL ALSO MEET THE REQUIREMENTS SPECIFIED IN RULES 5101:2-12-70 AND 5101:2-12-71 OF THE ADMINISTRATIVE CODE RELATING TO INFANT FORMULA AND INFANT FOODS.

3301-37-09

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RULE AMPLIFIES: 3301.55 (A)(3)

3301-37-10 DIAPERING.

(A) THE CHANGING OF DIAPERS FOR ALL NONTOILET-TRAINED CHILDREN SHALL BE HANDLED IN CONFORMITY WITH THE FOLLOWING METHODS:

(1) THE CHANGING OF DIAPERS FOR ALL NONTOILET-TRAINED CHILDREN SHALL OCCUR IN A SPACE THAT CONTAINS A HANDWASHING FACILITY.

(2) IF AN INFANT'S DIAPERS ARE TO BE CHANGED IN HIS CRIB, THERE SHALL BE SOME SEPARATION MATERIAL BETWEEN THE INFANT AND THE CHANGING SURFACE. THE MATERIAL SHALL BE DISCARDED AND REPLACED AFTER EACH CHANGE.

(3) THE CENTRAL DIAPER-CHANGING STATION SHALL BE DISINFECTED AFTER EACH DIAPER CHANGE WITH AN APPROPRIATE GERMICIDAL AGENT. IF THE DIAPER-CHANGING STATION IS SOILED AFTER THE DIAPER CHANGE, IT SHALL BE CLEANED WITH SOAP AND WATER AND THEN DISINFECTED WITH AN APPROPRIATE GERMICIDAL AGENT.

(4) ANY PRODUCT USED DURING DIAPER CHANGING ON MORE THAN ONE CHILD SHALL BE USED IN SUCH A WAY THAT THE CONTAINER DOES NOT TOUCH THE CHILD. ANY PRODUCT OBTAINED FROM A COMMON CONTAINER AND APPLIED TO A CHILD SHALL BE APPLIED IN SUCH A MANNER SO AS NOT TO CONTAMINATE THE PRODUCT OR ITS CONTAINER. COMMON CONTAINERS SHALL BE CLEANED AND DISINFECTED WITH AN APPROPRIATE GERMICIDAL AGENT WHEN SOILED.

(5) FOR THE PURPOSE OF DIAPERING, TOPICAL OINTMENTS AND CREAMS PROVIDED BY PARENTS SHALL INCLUDE WRITTEN INSTRUCTIONS. SUCH INSTRUCTIONS SHALL INCLUDE THE NAME OF THE OINTMENT, CREAM, OR LOTION; NAME OF THE CHILD; BIRTH DATE OF THE CHILD; DATE; AND SIGNATURE. WRITTEN INSTRUCTIONS SHALL BE VALID FOR NO LONGER THAN THREE MONTHS. AUTHORIZATION FOR ADMINISTRATION OF THE OINTMENT, CREAM, OR LOTION MAY BE CANCELLED BY WRITTEN REQUEST OF THE PARENT AT ANY TIME. WHEN USED FOR SKIN IRRITATIONS OR MANIFESTATIONS OF SKIN IRRITATIONS, THE OINTMENT, CREAM, OR LOTION SHALL BE ADMINISTERED BY THE CENTER FOR NO LONGER THAN FOURTEEN CONSECUTIVE DAYS AT ANY ONE TIME.

(B) STORING OF CLEAN DIAPERS SHALL BE HANDLED IN ACCORDANCE WITH THE FOLLOWING METHODS:

(1) A CLEAN SUPPLY OF DIAPERS STORED IN A SPECIFICALLY DESIGNATED AREA SHALL BE AVAILABLE AT ALL TIMES.

(2) DIAPERS OR CLOTHING USED DURING DIAPER CHANGING AND BROUGHT FROM THE CHILD'S HOME SHALL BE STORED IN SPACE ASSIGNED EXCLUSIVELY FOR EACH CHILD'S BELONGINGS.

(C) STORAGE AND LAUNDERING OF SOILED DIAPERS SHALL BE HANDLED IN ACCORDANCE WITH THE FOLLOWING METHODS:

(1) DIAPERS OR CLOTHING SOILED WITH FECAL MATTER AND SENT HOME WITH A CHILD NEED NOT BE RINSED AT THE PROGRAM FACILITY, BUT MAY BE PLACED DIRECTLY INTO A PLASTIC CONTAINER OR BAG, SEALED TIGHTLY, STORED AWAY FROM THE REST OF THE CHILD'S BELONGINGS AND OUT OF THE REACH OF CHILDREN.

(2) SOILED DIAPERS TO BE DISPOSED OF OR CLEANED BY THE PROGRAM SHALL BE PLACED IN A COMMON PLASTIC-LINED COVERED CONTAINER WHICH SHALL BE EMPTIED, CLEANED, AND DISINFECTED WITH AN APPROPRIATE GERMICIDAL AGENT DAILY OR MORE FREQUENTLY AS NEEDED. DIAPERS TO BE LAUNDERED AT THE PROGRAM FACILITY SHOULD BE STORED IN AN APPROPRIATE GERMICIDAL SOLUTION UNTIL LAUNDERED.

(3) SOILED DIAPERS TO BE COMMERCIALLY LAUNDERED SHALL BE HELD FOR PICKUP FOR LAUNDERING FOR NO LONGER THAN SEVEN DAYS.

(4) DIAPERS TO BE LAUNDERED AT HOME OR BY THE PROGRAM SHALL BE HELD FOR LAUNDERING FOR NO LONGER THAN ONE DAY.

(5) SOILED DISPOSABLE DIAPERS SHALL BE DISCARDED DAILY.

3301-37-10

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RULE AMPLIFIES: 3301.53 (A)(1) AND (2)

3301-37-11 MANAGEMENT OF COMMUNICABLE DISEASE.

(A) A PERSON TRAINED TO RECOGNIZE THE COMMON SIGNS OF COMMUNICABLE DISEASE OR OTHER ILLNESS SHALL OBSERVE EACH CHILD DAILY AS HE ENTERS A GROUP. A "PERSON TRAINED TO RECOGNIZE THE COMMON SIGNS OF COMMUNICABLE DISEASE" MEANS ANY PERSON TRAINED IN PREVENTION, RECOGNITION, AND MANAGEMENT OF COMMUNICABLE DISEASES AS REQUIRED BY PARAGRAPH (F) OF RULE 3301-37-04 OF THE ADMINISTRATIVE CODE.

(B) THE FOLLOWING PRECAUTIONS SHALL BE TAKEN FOR CHILDREN SUSPECTED OF HAVING A COMMUNICABLE DISEASE:

(1) THE PROGRAM SHALL IMMEDIATELY NOTIFY THE PARENT OR GUARDIAN OF THE CHILD'S CONDITION WHEN A CHILD HAS BEEN OBSERVED WITH SIGNS OR SYMPTOMS OF ILLNESS.

(2) A CHILD WITH ANY OF THE FOLLOWING SIGNS OR SYMPTOMS OF ILLNESS SHALL BE IMMEDIATELY ISOLATED AND DISCHARGED TO HIS PARENT OR GUARDIAN:

(a) DIARRHEA (MORE THAN ONE ABNORMALLY LOOSE STOOL WITHIN A TWENTY-FOUR-HOUR PERIOD);

(b) SEVERE COUGHING, CAUSING THE CHILD TO BECOME RED OR BLUE IN THE FACE OR TO MAKE A WHOOPING SOUND;

(c) DIFFICULT OR RAPID BREATHING;

(d) YELLOWISH SKIN OR EYES;

(e) CONJUNCTIVITIS;

(f) TEMPERATURE OF ONE HUNDRED DEGREES FAHRENHEIT TAKEN BY THE AUXILIARY METHOD WHEN IN COMBINATION WITH OTHER SIGNS OF ILLNESS;

(g) UNTREATED INFECTED SKIN PATCH(ES);

(h) UNUSUALLY DARK URINE AND/OR GREY OR WHITE STOOL; OR

(i) STIFF NECK.

(3) A CHILD WITH ANY OF THE FOLLOWING SIGNS OR SYMPTOMS OF ILLNESS SHALL BE IMMEDIATELY ISOLATED FROM OTHER CHILDREN. DECISIONS REGARDING WHETHER THE CHILD SHOULD BE DISCHARGED IMMEDIATELY OR AT SOME OTHER TIME DURING THE DAY SHALL BE DETERMINED BY THE DIRECTOR AND THE PARENT OR GUARDIAN. THE CHILD, WHILE ISOLATED AT THE PROGRAM, SHALL BE CAREFULLY WATCHED FOR SYMPTOMS LISTED IN PARAGRAPH (B)(2) OF THIS RULE AS WELL AS THE FOLLOWING:

(a) UNUSUAL SPOTS OR RASHES;

(b) SORE THROAT OR DIFFICULTY IN SWALLOWING;

(c) ELEVATED TEMPERATURE;

(d) VOMITING; OR

(e) EVIDENCE OF LICE, SCABIES, OR OTHER PARASITIC INFESTATION.

(4) PROGRAMS SHALL FOLLOW THE OHIO DEPARTMENT OF HEALTH "CHILD DAY CARE COMMUNICABLE DISEASE CHART" FOR APPROPRIATE MANAGEMENT OF SUSPECTED ILLNESSES.

(5) A CHILD ISOLATED DUE TO SUSPECTED COMMUNICABLE DISEASE SHALL BE:

(a) CARED FOR IN A ROOM OR PORTION OF A ROOM NOT BEING USED IN THE PRESCHOOL PROGRAM;

(b) WITHIN SIGHT AND HEARING OF AN ADULT AT ALL TIMES. NO CHILD SHALL EVER BE LEFT ALONE OR UNSUPERVISED;

(c) MADE COMFORTABLE AND PROVIDED WITH A COT. ALL LINENS AND BLANKETS USED BY THE ILL CHILD SHALL BE LAUNDERED BEFORE BEING USED BY ANOTHER CHILD. AFTER USE, THE COTS SHALL BE DISINFECTED WITH AN APPROPRIATE GERMICIDAL AGENT, OR, IF SOILED WITH BLOOD, FECES, VOMITUS OR OTHER BODY FLUIDS, THE COTS SHALL BE CLEANED WITH SOAP AND WATER AND THEN DISINFECTED WITH AN APPROPRIATE GERMICIDAL AGENT;

(d) OBSERVED CAREFULLY FOR WORSENING CONDITION; AND

(e) DISCHARGED TO PARENT, GUARDIAN, OR PERSON DESIGNATED BY THE PARENT OR GUARDIAN AS SOON AS PRACTICAL.

(C) EACH PROGRAM SHALL HAVE A WRITTEN POLICY CONCERNING THE MANAGEMENT OF COMMUNICABLE DISEASE. THE POLICY SHALL INCLUDE, AT A MINIMUM:

(1) THE PROGRAM'S MEANS OF TRAINING ALL PRESCHOOL STAFF IN SIGNS AND SYMPTOMS OF ILLNESS AND IN HANDWASHING AND DISINFECTION PROCEDURES.

(2) PROCEDURES FOR ISOLATING AND DISCHARGING AN ILL CHILD AND POLICY FOR READMITTING SUCH CHILD.

(3) PROCEDURES FOR NOTIFYING THE PARENT OR GUARDIAN IMMEDIATELY WHEN A CHILD IS EXHIBITING SIGNS OR SYMPTOMS OF ILLNESS OR HAS BEEN EXPOSED TO A COMMUNICABLE DISEASE; AND

(4) PROCEDURES REGARDING THE CARE OF A MILDLY ILL CHILD. "MILDLY ILL CHILD" MEANS A CHILD WHO IS EXPERIENCING MINOR COMMON COLD SYMPTOMS, BUT WHO IS NOT EXHIBITING ANY OF THE SYMPTOMS SPECIFIED IN PARAGRAPH (B) OF THIS RULE OR A CHILD WHO DOES NOT FEEL WELL ENOUGH TO PARTICIPATE IN ACTIVITIES, BUT WHO IS NOT EXHIBITING ANY OF THE SYMPTOMS SPECIFIED IN PARAGRAPH (B) OF THIS RULE.

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1990

The Early Childhood Identification Process:

A Manual for Screening and Assessment

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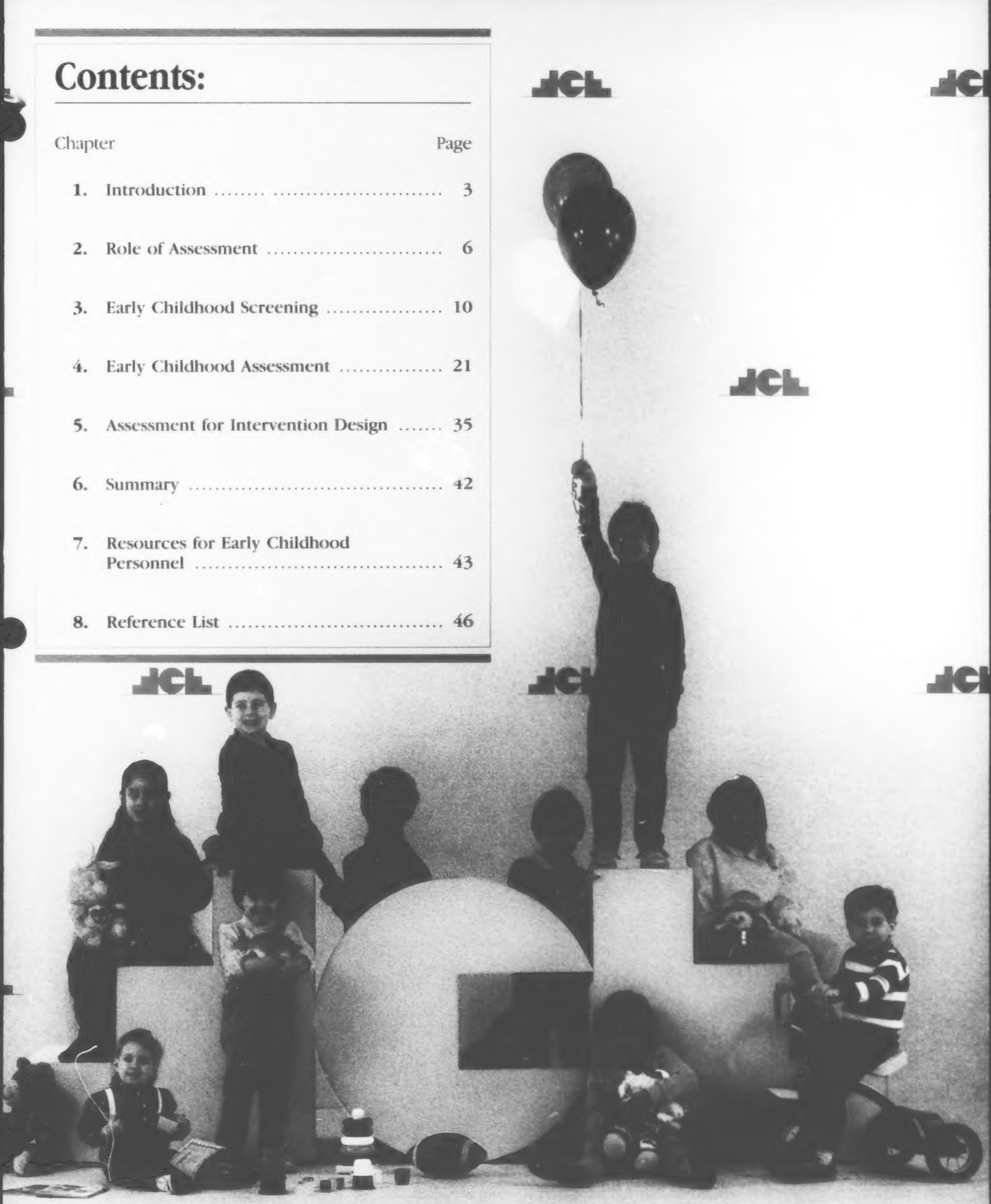
Contents:

Chapter Page

1. Introduction 3
2. Role of Assessment 6
3. Early Childhood Screening 10
4. Early Childhood Assessment 21
5. Assessment for Intervention Design 35
6. Summary 42
7. Resources for Early Childhood Personnel 43
8. Reference List 46



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Mom, [illegible], Grandma, Grandpa,
Baby's, Nurse, Doctor, Fireman ...

Chapter 1. Introduction

Purpose

In a report to Superintendent of Public Instruction Franklin B. Walter, the Ohio Commission on Early Childhood Education recommended that Ohio's school districts, in cooperation with other community agencies, provide a comprehensive early identification and referral program for every child prior to or upon entering school. This recommendation was based on documented research showing that the early identification of learning needs and subsequent treatment can have a positive effect on intellectual performance, reduce placement in special education classes, reduce high school dropout rates, and improve the likelihood of adult employment.

To assist school districts in developing and implementing procedures for identifying the individual learning needs of preschool and kindergarten children, including those who later may be identified as handicapped or at risk, the Ohio Department of Education has prepared this document, *The Early Childhood Identification Process: A Manual for Screening and Assessment* (hereinafter shortened to *Manual*).

This *Manual* outlines major considerations involved in undertaking screening and assessment activities for preschool and kindergarten children. It also describes various approaches to screening and assessment and discusses considerations linking assessment to intervention. Additional resources, including lists of screening and assessment instruments, are available from various organizations and agencies (see Chapter 7).

Practices considered appropriate for children of preschool and kindergarten ages, approximately three through six, are described. Specifically, this *Manual* is a comprehensive resource guide for school personnel who are initiating or revising preschool and kindergarten screening and assessment efforts.

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Development

The framework and ideas represented in this publication are the result of extensive work, discussion, and, on occasion, intense debate among those persons responsible for its development. Members of the development team were

Cathy F. Telzrow, manager, Educational Assessment Project, Cuyahoga Special Education Service Center (primary author)
Edward J. Fox, director, Cuyahoga Special Education Service Center
Karen E. Sanders, educational consultant, Division of Early Childhood Education, Ohio Department of Education
David W. Barnett, professor, University of Cincinnati
Robert J. Cryan, associate professor, University of Toledo

Numerous persons contributed ideas as the outline and early drafts of the *Manual* were developed.* Other practitioners, within and outside Ohio, reviewed various drafts and provided valuable feedback.

Overview

The *Manual* is written so that considerable flexibility in the implementation of early childhood identification practices is possible. (When adopting specific identification procedures, school personnel should incorporate only those procedures that are consistent with local school board policies.) This document provides in-depth information regarding two key stages of the identification process: screening and assessment. Table 1 outlines the major steps necessary for the full implementation of these stages. This table also provides a quick index to more thorough discussions of these steps in the remainder of the document.

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*Noteworthy contributors who helped in the preliminary stages included Judie Barker, teacher, Cleveland Public Schools; Erva Barton, parent council member, Cuyahoga Special Education Service Center; Sandra Beckett, special education coordinator and chief psychologist, Orange City Schools; Sharon R. Blue, education coordinator, Greater Cleveland Head Start Program; Ann Bowdish, program director of early intervention services, Positive Education Program, Cuyahoga County Board of Education; Susan Gustafson, parent, South Euclid-Lyndhurst City Schools; Gale Harr, director of curriculum, Maple Heights City Schools; Doris Johanson, resource teacher, Achievement Center for Children (formerly Society for Crippled Children); Janet Strother, principal, East Cleveland Developmental Center, Cuyahoga County Board of Mental Retardation and Developmental Disabilities; and Willa Walker, coordinator, Media and Materials Services, Cuyahoga Special Education Service Center. In addition, Ruthann Mahalic, executive secretary, Identification and Program Development Project, and Jean Woolley, technician, Technological and Vocational Services, Cuyahoga Special Education Service Center, provided expert assistance throughout the development process.

Table 1. A Process for Screening and Assessing Preschool Children

Step	Activity	Page
1	**Adopt an early childhood identification policy:** Review and revise, as necessary, the local early childhood identification policy, incorporating current state and federal requirements. Arrange for this policy and a structure for programs to be adopted by the board of education.	6
2	**Develop and adopt a comprehensive service delivery plan:** Develop an overall model or plan for the delivery of educational services to all young children, including those with special needs.	9
3	**Examine early childhood screening approaches:** Review a variety of screening approaches. Select an approach or combination of approaches in light of individual district objectives and the advantages and disadvantages of each approach.	10
4	**Select the target populations:** Consider district characteristics, desired screening outcomes, and available resources to determine what populations will be screened.	10
5	**Consider the issues of a test-based approach to screening:** Address the critical factors associated with test selection. Apply a decision criterion to determine which children have special learning needs.	11
6	**Determine screening follow-up procedures:** Plan what to do about children identified as possibly having special learning needs.	16
7	**Consider limitations to screening:** Identify the numerous limitations of early childhood screening that require professional understanding and caution.	19
8	**Evaluate screening activities:** Periodically review all steps in the screening process that are essential to improvement and long-term success.	19
9	**Select an early childhood assessment approach:** Review several approaches to early childhood assessment. Select a combination of approaches, if deemed more advantageous.	21
10	**Designate and train assessment personnel and an assessment team:** Regard the composition and characteristics of the assessment team as crucial to effective and efficient operation.	22
11	**Consider pertinent test-based assessment issues:** If test-based assessment will be employed, consider such issues as establishing rapport, measuring abilities, and controlling the setting.	23
12	**Plan to involve parents:** Foster activities which will enable parents to be effective partners in the assessment process. Expect them to help provide thorough, accurate assessment data. Ask them to assist with intervention strategies.	27
13	**Determine the essential components of assessment:** Include background information as an assessment component, together with a broad sampling of behavior domains.	28
14	**Identify all relevant sources of data:** Collect data from diverse sources to compile full assessments of young children.	29
15	**If relevant, select early childhood assessment instruments:** When selecting curriculum-based and test-based approaches to assessment, consider factors that influence reliability and validity.	30
16	**Provide appropriate follow-up to assessment:** Communicate results to parents and to other professionals. Link each child to appropriate interventions, as needed.	31
17	**Recognize limitations to early childhood assessment:** Interpret assessment data carefully to recognize shortcomings in test results as predictors of future performance. Also give critical attention to current state and federal requirements for determining special education eligibility and using diagnostic labels.	33
18	**Evaluate the early childhood assessment process:** Enhance the quality of the assessment process through periodic evaluations. Use a systematic approach to evaluate all pertinent aspects of the evaluation model.	34
19	**Conduct assessment for intervention design:** Employ legal, ethical, and professional considerations in conducting assessments for intervention design.	35

Chapter 2. Role of Assessment

Early Childhood Identification Policy

The first step in implementing a process for screening and assessing young children is the review of the district's early childhood identification policy to make certain that current state and federal requirements are reflected in the written policy and the proposed services. This policy (revised if necessary) and a structure for programs should be approved by the board of education.

Assessment Philosophy

In optimal educational environments, children's learning needs are determined through a variety of assessment approaches. Teacher observation, parent description of developmental skills, and curriculum-based assessment are all methods used within early childhood education programs to identify learning needs and to monitor educational progress. These activities permit educators to develop and implement interventions appropriate for each child. This goal is especially critical during the early childhood years, when normal developmental variation is common. These types of assessment are viewed as a basis for enhancing educational activities designed to foster children's development.

The four characteristics listed below are important to a comprehensive assessment policy for the early childhood period.

Ongoing

Assessment should be an ongoing, integral part of a process designed to assist in the identification of mastered and nonmastered skills and to contribute to the structure of instructional programs.

Intervention-Focused

Assessment is viewed as an inherent component of the instructional process. Therefore, assessment activities are presumed to yield information that can be used as a basis for developing interventions to foster children's progress (Paget & Nagle, 1986).

Ecological

Young children are influenced by countless ecological, or environmental, variables. Optimal assessment should incorporate data from diverse settings and other important contexts. Furthermore, the complex interrelationships and resultant effects of ecological factors on children's learning and behavior must be incorporated (Paget & Nagle, 1986).

Curriculum-Based

When young children are participating in educational experiences, the early childhood curriculum can serve as an important means of determining educational needs (Bagnato, Neisworth, & Capone, 1986; Wortham, 1984). Such a curriculum might be founded on a system of developmental progression that can anticipate and facilitate emerging skills (Barnett & Paget, 1988).

Definition of Terms

Three terms used in this document—*screening*, *assessment*, and *evaluation*—are defined as follows:

Screening

Screening is a brief evaluation procedure used with large groups of children for the purpose of identifying those who should be studied further (Boehm & Sandberg, 1982; Cross & Goin, 1977; Keogh & Daley, 1983). Screening procedures are designed to assist in identifying children who may have special learning needs. Efficient and cost-effective techniques might involve the selection of a subgroup of children based on certain demographic characteristics (e.g., socioeconomic status) or behavior (e.g., performance in an early childhood setting or on a screening test).

Children who are identified by screening efforts as possibly having special learning needs should be followed with other procedures to determine whether further assessment and intervention are appropriate. Appropriate follow-up procedures might include teacher and parent consultation, observation, or test-based assessment.

Assessment

Assessment is an in-depth evaluation procedure used with children identified by the screening process as possibly having special learning needs (Boehm & Sandberg, 1982). The purpose of assessment is to determine whether special learning needs exist, to describe the nature and degree of these needs, and to pinpoint appropriate interventions (Keogh & Daley, 1983). Several different approaches to assessment may be employed for the early childhood population, including curriculum-based assessment, teacher and parent consultation, test-based assessment, and observation.

Evaluation

Evaluation is the ongoing appraisal of pupil progress that is incorporated into the intervention program. *Formative evaluation* can assist in determining whether objectives have been met and when it is appropriate to modify goals and instructional strategies. *Summative evaluation* assists in comparing the child's performance before and after an instructional unit or intervention program (Boehm & Sandberg, 1982; Bricker, 1986; Paget & Nagle, 1986).

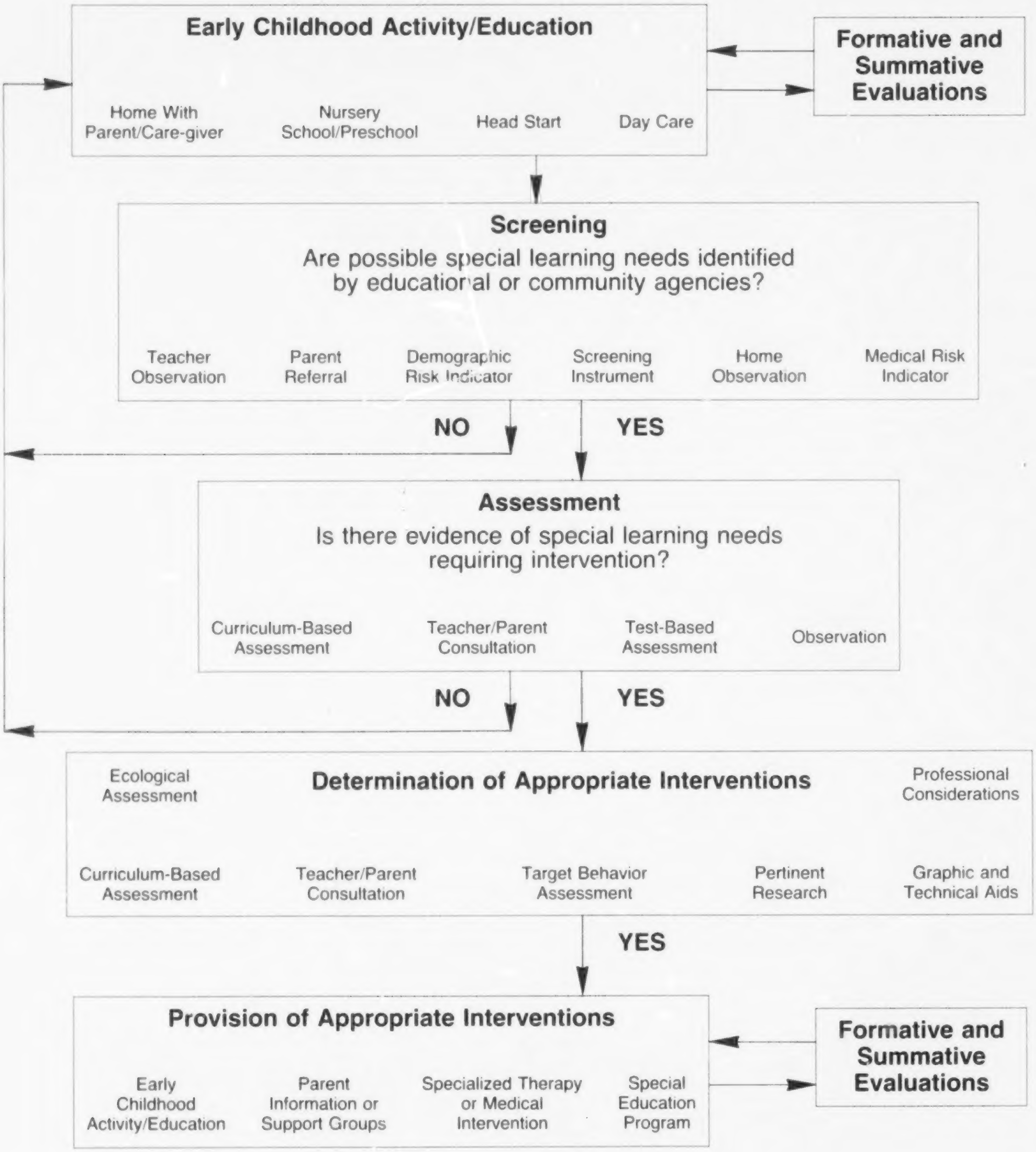
Interrelationships

Figure 1 portrays the relationship of screening, assessment, and evaluation in the early childhood identification process. As this model illustrates, the possibility of special learning needs is identified through one or more screening activities (e.g., teacher observation, demographic risk indicators). Assessment (e.g., parent and teacher consultation, test-based assessment) is conducted with these children to determine the presence or absence of a special learning need requiring intervention.

During further assessment for intervention, numerous factors (e.g., target behavior, pertinent research) are considered when determining appropriate interventions. Such interventions may occur within the existing early childhood setting, or may occur outside that setting (e.g., support groups, specialized therapy, medical intervention).

Formative and summative evaluations serve as the ongoing means for modifying early childhood programs to meet children's needs and to monitor pupil progress.

Figure 1. Early Childhood Identification Process: Relationship of Screening, Assessment, and Evaluation to Intervention


Early Childhood Activity/Education
Home With Parent/Care-giver
Nursery School/Preschool
Head Start
Day Care
Formative and Summative Evaluations
Screening
Are possible special learning needs identified by educational or community agencies?
Teacher Observation
Parent Referral
Demographic Risk Indicator
Screening Instrument
Home Observation
Medical Risk Indicator
NO
YES
Assessment
Is there evidence of special learning needs requiring intervention?
Curriculum-Based Assessment
Teacher/Parent Consultation
Test-Based Assessment
Observation
NO
YES
Ecological Assessment
Determination of Appropriate Interventions
Professional Considerations
Curriculum-Based Assessment
Teacher/Parent Consultation
Target Behavior Assessment
Pertinent Research
Graphic and Technical Aids
YES
Provision of Appropriate Interventions
Early Childhood Activity/Education
Parent Information or Support Groups
Specialized Therapy or Medical Intervention
Special Education Program
Formative and Summative Evaluations

Organizational Development

Decisions regarding specific screening and assessment practices should ideally be made within the context of a comprehensive approach to identifying and treating individual learning needs.

Tips for Success

For best results, the school district needs a well-structured, sequential, systemwide curriculum that incorporates pertinent features relevant to the early childhood population, as well as parent support services at all levels of the educational process.

Other tips for success include

- Organizing districtwide staff development activities that emphasize the district's intent to respond positively to individual learning needs
- Establishing support mechanisms that facilitate alternative educational delivery systems (e.g., intervention assistance teams)
- Developing mechanisms for responding to individual learning needs within the larger context of the educational program
- Keeping decisions regarding intervention consistent with research and professional standards

Local Implications

With the above organizational factors in place, the district should be able to develop and adopt a comprehensive model or plan for delivering educational services to all young children, including those with special needs.

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Chapter 3. Early Childhood Screening

Rationale

Screening is a brief, efficient way of identifying children who may have special learning needs. Content areas generally considered important to preschool screening are vision, hearing, communication, medical/health status, and overall development. At the preschool and kindergarten levels, screening has several positive benefits. *Appropriate uses of early childhood screening* include

- Helping improve education by identifying possible special learning needs and pointing the way to appropriate intervention
- Identifying children who may benefit from early intervention
- Implementing a differentiated referral procedure, and enhancing the cost effectiveness of identification procedures
- Identifying health conditions (e.g. vision or hearing) that may require specialized treatment
- Meeting federal and state requirements for Child Find, a process for identifying suspected handicapped children

On the other hand, some *inappropriate uses of screening* include

- Classifying or categorizing individual children on the basis of screening information only
- Using screening as a "tolerance test" for children's adaptability to new situations
- Excluding children from kindergarten on the basis of screening data

Approaches to Screening

Screening activities include a wide variety of approaches, such as systematic teacher observation, parent referral, and use of a standardized screening test (Barnett & Paget, 1988). Table 2 outlines the advantages and disadvantages of these and other examples of early childhood screening approaches. Any procedure that results in the identification of youngsters as possibly having special learning needs is considered a form of screening. These procedures are often used in a comprehensive early childhood identification program. Children identified as possibly having special learning needs through screening procedures should have further assessment to determine whether intervention is appropriate (Boehm & Sandberg, 1982; Keogh & Daley, 1983; Lichtenstein & Ireton, 1984).

Target Populations

One of the first steps is to identify the target population to be screened. Table 3 lists several potential target populations, together with advantages and disadvantages associated with each selection. The desired outcomes of screening, district characteristics, and available resources will influence the selection of the target population.

Selection of a Screening Approach

Several issues should be considered when selecting an early childhood screening approach. Important variables in such a choice include the target population, screening objectives, and available resources (Keogh & Daley, 1983). Table 4 outlines the relevant issues, related questions, and key considerations for the selection process.

Test-Based Screening Issues

When using a test-based approach to screening, several considerations should be kept in mind. The decision to use a screening test to identify the possibility of special learning needs includes instrument selection responsibilities and contingent decisions.

Table 2. Approaches to Early Childhood Screening

Screening Approaches	Advantages	Disadvantages
Systematic observation by teachers	Occurs within the context of the early childhood environment Is cost effective Requires no special materials or equipment Relates to intervention plan	Is impossible for children not enrolled in early childhood programs
Identification and referral by one or both parents	Uses an ecological, or environmental, approach Is cost effective Relates to intervention plan	Requires parent awareness
Selection based on demographic characteristics or risk factors	Is cost effective	Excludes children without targeted characteristics May identify a high number of false alarms
Use of formal screening instruments	Permits identification of some critical special needs (e.g., specific medical problem)	Is expensive May be unreliable Is not directly related to intervention plan May identify too many or too few children whose environments are precarious or exemplary
Home observation	Uses an ecological approach Relates to intervention plan Helps identify children who may be missed through other strategies	Is expensive Is time consuming
Medical risk indicators	Helps identify children at an early age	May not identify children whose problems are not directly related to medical factors In isolation, may limit intervention plan
Combination of strategies	Facilitates an ecological approach Enhances reliability and validity	Is expensive Is time consuming

Table 3. Target Populations for Early Childhood Screening

Target Population	Advantages	Disadvantages
Mass screening of total population, birth thru 5 years	Puts school district in contact with entire population of preschoolers Can be done at one central location or at neighborhood sites	Is costly Requires extensive publicity May result in many false alarms
Screening by specific ages (e.g., birth to 18 months; 3 and 4 years; kindergarten age)	Is systematic Offers opportunities for follow-up of infants identified as high-risk May be targeted for specific purpose (e.g., hearing, amblyopia)	Overlooks children above and below designated ages, if only one age group is targeted Narrows the focus
Screening by geographic region or neighborhood	Makes any type of screening workable for a large district	Requires significant commitment of time and personnel Necessitates transportation of materials and equipment
Screening of agency referrals	Limits number of children screened	Relies on another agency's prescreening evaluation Overlooks some high-risk children due to lack of agency involvement
Screening of children from low-income families	May allow for enrichment opportunities aimed at prevention of subsequent educational failure	Requires economic information about families Overlooks children from other income groups who may be at risk May convey stigma
Cooperative screening with health agency by age (e.g., health facility screens birth thru 2; school screens 3-5)	May facilitate cooperative relationships between school district and health agency Permits cost sharing	Relies on quality of interagency cooperation
Screening of parent referrals	Facilitates good home-school communication Reduces anxiety for both parent and child	Requires parent awareness Restricts population to be screened
Kindergarten screening	Provides information for curriculum planning	By waiting until kindergarten to screen, prior intervention oppportunities for high-risk children are lost
Screening of teacher referrals	Increases cost effectiveness Serves as a mechanism for teacher inservice Provides opportunities for teacher consultation	Restricts population to be screened to children in educational settings

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Table 4. Issues in Selecting an Early Childhood Screening Approach

Issues	Questions	Considerations
Purpose	What are the screening objectives? What follow-up is planned for identified children?	Approaches should be linked directly to the desired purpose of the screening, as well as to a procedure for follow-up. Screening should lead to parent and teacher consultation, observation, test-based assessment, or referrals to appropriate specialists, where indicated.
Personnel	Who should be involved? Are there sufficient staff? Will volunteers be used? Do professionals or volunteers have special training needs?	Specific training of teachers and parents is critical for efficient screening that relies on their observations. When formal screening tests are employed, volunteers (e.g., parents or PTA members) may be used effectively if appropriately trained. Cost effectiveness and confidentiality should be considered. Screening personnel should be familiar with the variable behaviors of young children and should have expertise in maximizing their performance.
Finances	What are the projected costs for equipment, personnel, and follow-up? Is the recommended procedure cost effective?	Screening instrument choices, personnel, and type of screening approach all affect total cost. In some settings, selection by demographic characteristics is the most effective and cost-efficient screening approach available. In determining the cost effectiveness of a given approach, consider both the purpose of the screening and long-term data about its validity.
Resources	What resources are available within the school setting? What resources outside the school setting should be accessed to assist with screening?	Special education regional resource centers may be able to assist in planning and implementing screening programs, as well as determining long-term validity. Other potential sources of help might include public health departments, colleges and universities, health and mental health clinics, hearing and speech clinics, and professional associations. Some community agencies regularly engage in early childhood screening activities, and efforts should be made to maximize collaboration and minimize duplication of efforts.
Facility	What are the space and facility requirements?	If a formal screening instrument will be used, the facility should be compatible with the screening procedure and instrument adopted. The environment should maximize young children's performance and be comfortable for parents. Accessibility via public transportation, if appropriate, and adequate parking space should be considered.
Notification	How will the screening activity be publicized? How will target groups be notified? What expectations will be conveyed to parents?	Parents whose children are enrolled in early childhood programs should be informed that systematic observation by teachers will be used as a means of screening for special learning needs. Notification materials describing screening efforts should be sensitive to any references to "handicaps," and should include information about the kinds of questions screening results can and cannot answer. Possible screening outcomes should be described so that parents are prepared for screening follow-up.
Parent Involvement	How will parents' observations be incorporated into screening approaches? If formal screening tests are used, will the parent be accessible to the child during this process if necessary?	If properly oriented, identification and referral by parents are valuable screening approaches. During the screening process, some young children may be frightened, and accessibility to the parent can be reassuring. Schedules can be arranged so that a parent interview is conducted while the child is screened. Or parents may view films about child development, talk with specialists, or hear presentations about enrichment activities.

Instrument Selection

The selection of a screening instrument requires a thoughtful match between the school district's objectives for screening and the characteristics of the screening devices. The following factors will influence the choice of a screening instrument.

- **Purpose.** The purpose for screening is critical to the test selection process. For example, if district personnel plan to screen entering kindergartners to identify later reading problems, they should select a test designed and validated for this purpose. Little is gained by selecting a screening instrument that stresses some skill (e.g., design copying) not directly related to the behavior in question. Prediction of academic difficulty may be done most effectively by a preacademic readiness measure, whereas screening for behavior problems may be accomplished most successfully via a teacher or parent checklist.

- **Administration time**. Screening is, by definition, a brief process, and screening techniques should reflect this characteristic. Remember, screening is designed to identify the possibility of special learning needs only, and should be followed, for identified children, with further procedures such as observation, parent and teacher consultation, or test-based assessment. Generally, screening should require no more than 15 to 20 minutes (Boehm & Sandberg, 1982; Meisels, 1985).

- **Standardization and norming.** School personnel should critically evaluate the manuals for the screening instruments under consideration to determine whether the normative population used for standardization matches the population to be screened (Miller & Sprong, 1986), especially on such factors as ethnic background, socioeconomic levels, geographic region, and age. While districts may find locally developed screening instruments appealing, they are rarely of adequate technical quality (Meisels, 1985).

- **Reliability and validity.** School personnel need to be familiar with the levels of reliability and validity that have been reported for various screening instruments, and how these factors may influence screening outcomes (Meisels, 1987). For example, screening devices that have been validated against nonverbal criterion measures may not represent the best predictors of academic difficulty.

- **Personnel.** The number and type of personnel available for screening may limit the instruments that can be used appropriately (Lerner, Mardell-Czudnowski, & Goldenberg, 1981). Some screening tools specify that only trained or certified personnel administer them. Other screening processes require the involvement of a team of individuals. Since screening results should be as accurate as possible, screening personnel should be knowledgeable about young children and be able to facilitate their best performance.

- **Facility.** Certain types of screening require a soundproof room, separate workstations for children, or a quiet place for parent interviews. When selecting a screening instrument, school personnel need to consider any constraints in the screening facility.

- **Age of children.** Many screening instruments are designed and standardized for children of certain ages. The age range of the measure must match the age of the population to be screened.

- **Group versus individual administration.** Some screening procedures are designed for group administration, while others require interaction with individual children. Although group administration may appear to be very efficient, younger children may not be able to manage such a procedure.

- **Appeal for children.** Screening activities ideally should be pleasant experiences for children. In many cases, this is the first school contact for children and their parents. Therefore, the procedures should foster positive feelings.
- **Credibility for parents.** Screening instruments should demonstrate "face validity" so that parents can recognize the relationship between the screening activity and the stated purpose of screening.
- **Cost.** Screening instruments vary considerably in cost, with no direct relationship between price and quality. Purchasers should beware of "hidden costs," such as individual record forms, training requirements, or essential computer scoring.
- **Ease of administration.** Some instruments necessitate an elaborate setup or involve difficult administrative procedures. These factors can lower the reliability of derived information (Lerner et al., 1981).

Decision Frameworks

Inherent in any screening procedure is the application of a decision criterion to delineate children who may have special learning needs from those who do not. When implementing a screening decision, three considerations are important.

- First, when screening for conditions that have base rates (frequency of occurrence in the population) that are either very high or very low, the probability of error is higher and the cost of screening increases. For example, if a large proportion (70 to 80 percent) of an early childhood population displays language delays, the most reliable and cost-effective decision would be to assume all children in that population have such needs and to incorporate appropriate interventions into the curriculum.
- Second, different approaches to screening may yield results that vary considerably. It would be erroneous to assume that any screening decision is a highly reliable representation. Screening decisions are probability statements, and different procedures produce different outcomes.
- Third, ongoing decisions within the context of the early childhood environment are critical, since failure to make adequate progress in this setting is the most important criterion.

Two types of errors may occur as a result of establishing a decision criterion: false alarms and misses. They are defined as follows:

- **False alarms.** Children are identified as possibly having special learning needs, even though subsequent assessment or experience in the educational setting does not confirm this initial identification.
- **Misses.** Children are not identified as having special learning needs, even though a problem is subsequently identified.

False alarms or misses may occur as a result of the decision criterion, which may be too high or too low, or the screening technique, which may not adequately measure the behavior in question.

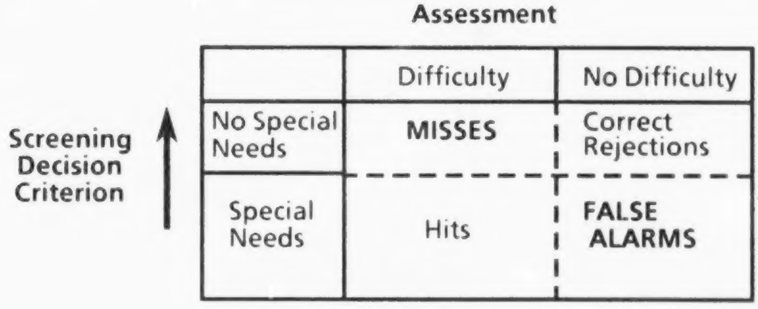
As Figure 2 demonstrates, a high decision criterion (i.e., a characteristic or behavior closer to average) increases the probability of correctly identifying children who have special learning needs (i.e., those for whom subsequent assessment or programming confirms this decision), but at the cost of misidentifying more children who do not have special learning needs (*false alarms*). This is a potentially expensive decision, since greater numbers of children are referred for assessment. The advantage of a high decision criterion, however, is that few children who require special interventions go unidentified (*misses*).

The reverse situation occurs with a low decision criterion (i.e., a low incidence characteristic or behavior) by which increasing numbers of children, both those who have special learning needs and those who do not, would be categorized on the basis of the screening instrument as within normal limits. In contrast to the situation portrayed in Figure 2, this would result in fewer children being referred for assessment. However, as illustrated in Figure 3, the number of misses would increase.

Follow-up to Screening

Theoretically, early childhood screening is designed to categorize children into two groups: those who may have special learning needs requiring intervention, and those not considered to have such needs. Occasionally, however, children cannot be categorized into one of these groups on the basis of the screening procedure. Therefore, school districts must have systematic follow-up procedures in place for all children (Lichtenstein & Ireton, 1984). These procedures should be an important component of a well-structured, systemwide curriculum that provides for the learning needs of all children.

Figure 2. High Decision Criterion as a Screening Measure



Screening Decision Criterion

	Assessment	
	Difficulty	No Difficulty
No Special Needs	**MISSES**	Correct Rejections
Special Needs	Hits	**FALSE ALARMS**

Effect: **Reduces the number of misses, but increases the number of false alarms**

Children With Potential Special Needs

Children identified as possibly having special learning needs on the basis of a screening procedure must be provided appropriate assessment for the purpose of thoroughly describing these needs and developing interventions. Screening procedures for specific physical conditions (e.g., hearing or vision) may entail referral to medical specialists. In cases where there is concern about a specific behavior, in-depth teacher or parent consultation may need to be conducted to assess the behavior and develop an intervention plan. Subsequent sections of this *Manual* outline procedures for designing and implementing assessments for young children.

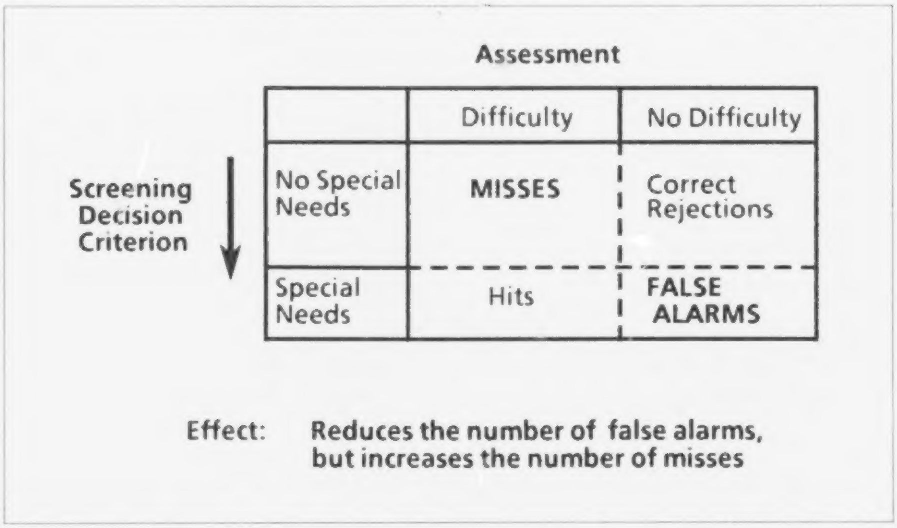
When a formal instrument identifies positive results (i.e., the possibility of a special learning need), parents should be notified in a timely manner. Personal contact is recommended so that questions can be answered and follow-up assessment can be arranged. When communicating positive screening results to parents, school personnel should emphasize the tentative nature of the screening decision (Lerner et al., 1981). Some children identified as having special learning needs by screening activities are *not* found to require special intervention during subsequent assessment.

Remember, positive screening results suggest only the *possibility* of special learning needs. Children should never be identified as handicapped or in need of specialized interventions on the basis of screening results alone (Boehm & Sandberg, 1982; Meisels, 1985). Finally, it is not appropriate to exclude children from some program or service (e.g., kindergarten) as a result of positive screening data.

Children With No Potential Special Needs

Appropriate follow-up to screening is essential. The parents of each child who is screened as having no potential special learning needs must be contacted. This information may be conveyed in a brief face-to-face meeting, a telephone

Figure 3. Low Decision Criterion as a Screening Measure



	Difficulty	No Difficulty
No Special Needs	**MISSES**	Correct Rejections
Special Needs	Hits	**FALSE ALARMS**

Effect: **Reduces the number of false alarms, but increases the number of misses**

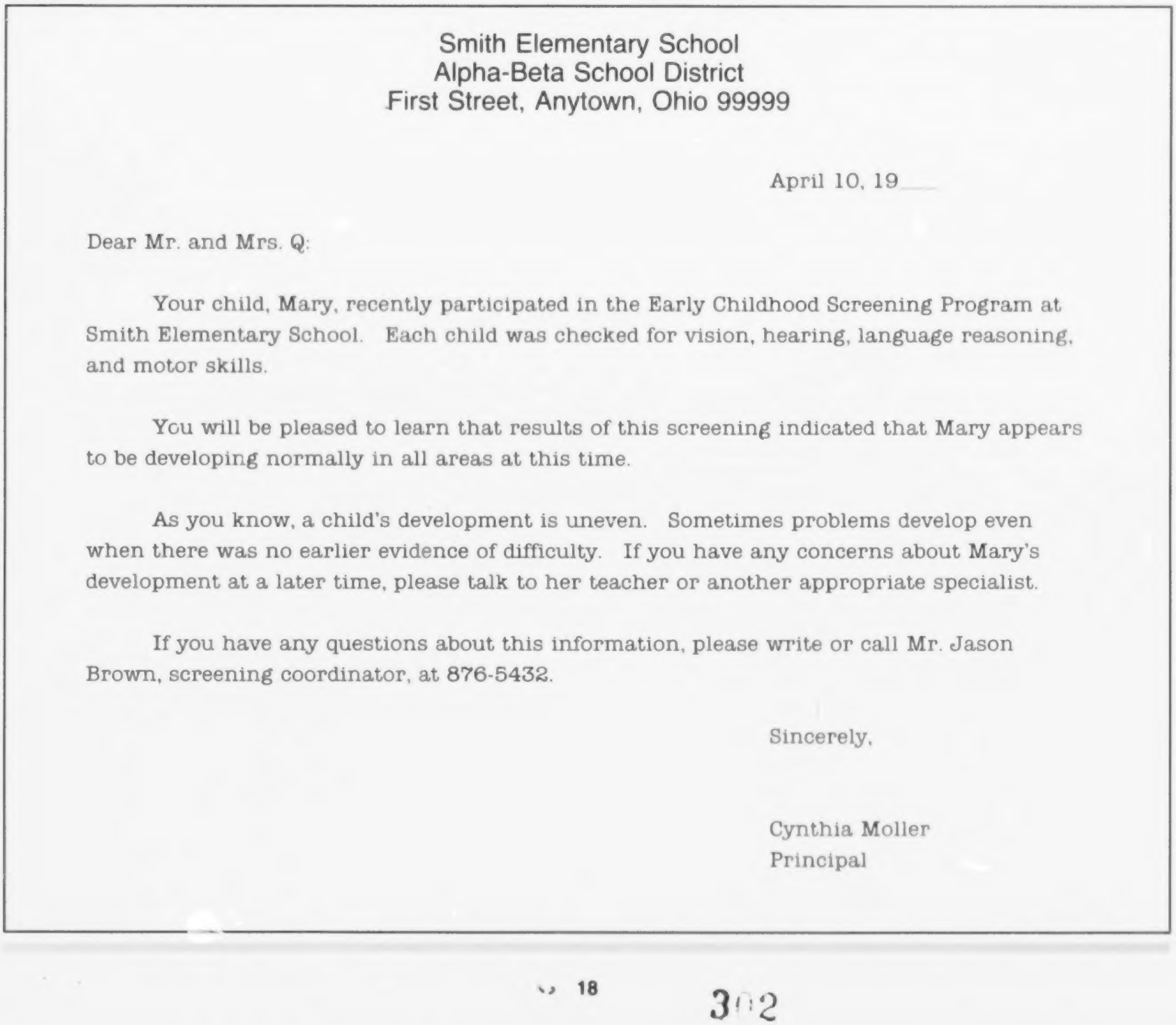
call, or a letter written in the parent's native language. It is important not to overstate the findings from screening (e.g., by interpreting the results as diagnostic information).

Remember, a child not suggested to have special learning needs by screening activities *may* require some interventions later. Parents should understand that screening is an integral component of educational programs, and that special learning needs may be identified later. A sample letter to parents describing negative screening results (i.e., normal development) follows.

Children With Undetermined Needs

Theoretically, screening is designed to result in a dichotomous decision, either the possibility of special learning needs or no evidence of such needs. Sometimes, however, children's performance is such that they do not clearly fall in either group. In the case of early childhood screening, this

Figure 4. Sample Letter Describing Normal Development



Smith Elementary School
Alpha-Beta School District
First Street, Anytown, Ohio 99999

April 10, 19___

Dear Mr. and Mrs. Q:

Your child, Mary, recently participated in the Early Childhood Screening Program at Smith Elementary School. Each child was checked for vision, hearing, language reasoning, and motor skills.

You will be pleased to learn that results of this screening indicated that Mary appears to be developing normally in all areas at this time.

As you know, a child's development is uneven. Sometimes problems develop even when there was no earlier evidence of difficulty. If you have any concerns about Mary's development at a later time, please talk to her teacher or another appropriate specialist.

If you have any questions about this information, please write or call Mr. Jason Brown, screening coordinator, at 876-5432.

Sincerely,

Cynthia Moller
Principal

undetermined category may be quite large, and represents what some experts refer to as *high-risk* or *vulnerable* children.

For such youngsters, an additional screening approach (e.g., instrument screening plus parent or teacher consultation; home observation combined with demographic screening) may help confirm whether special learning needs are present. Another approach is to conduct a second screening session after a brief interval (Meisels, 1985). School personnel should, however, be aware that one limitation to using an instrument approach in both screening sessions is the tendency for low-performing children to score higher on a second attempt due to a statistical artifact known as "regression toward the mean."

Limitations to Screening

A number of challenges are inherent in early childhood screening. A major issue is that the ever-changing and uneven development of children makes predictions extemely difficult. Such predictions are further complicated by the interactive effects of development with environmental experiences. Other limitations to early childhood screening occur when screening is poorly conceived or screening results are used inappropriately (Keogh & Daley, 1983; Lerner et al., 1981; Meisels, 1987). The most common problems associated with early childhood screening programs follow:

- Considering screening activities as "tests," rather than as a process involving a full range of approaches
- Isolating screening activities from other components of a comprehensive educational delivery system
- Using a locally developed screening instrument that is of poor technical quality
- Using a screening facility or approach that is confusing to young children and not conducive to obtaining their best performance
- Communicating insufficiently or ineffectively with parents before, during, and after screening efforts
- Using screening personnel who have not had experience with young children and do not know how to facilitate their best performance
- Interpreting screening data as diagnostic information for use in placement decisions

Evaluation of Screening Activities

Comprehensive evaluation of the screening program is necessary for systematic feedback leading to change and improvement. The following procedures might be used to evaluate a district's screening program.

- Parents can be interviewed or asked to complete questionnaires to help evaluate such factors as the receptivity and sensitivity of the staff, description of the screening effort, and adequate explanation of screening results.

- Screening personnel involved in formal instrument screening approaches can be asked to respond via a written form or verbal discussion to answer questions about scheduling of children, facilities, and transferal of information.

- Longitudinal follow-up of students via such criteria as achievement and social competency measures can provide predictive validation for the screening procedure.

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Chapter 4. Early Childhood Assessment

Rationale

The purposes of assessment for young children include

- Identifying those children who have special learning needs (Lerner et al., 1981)
- Hypothesizing the cause(s) of the identified problem, where appropriate (Lerner et al., 1981)
- Describing individual strengths and weaknesses, particularly as these relate to programming (Meisels, 1985)
- Developing appropriate recommendations for interventions tailored to each child's individual needs (Bricker, 1986)
- Facilitating delivery of early intervention services, thereby enhancing eventual adjustment (Bailey & Bricker, 1984; Guralnick & Bricker, 1987; White, 1985-86)
- Pointing toward intervention that minimizes the need for more costly and more restrictive special education services (Garland, Stone, Swanson, & Woodruff, 1981; Lazar & Darlington, 1978)

Approaches to Assessment

Assessment is an in-depth evaluation procedure used to examine and describe special learning needs in order to plan appropriate intervention. Assessment may occur as a result of a direct referral from parent, teacher, physician, or other professional, or assessment may be used to explore further the need for special interventions for children identified via screening programs.

Figure 1 on page 8 illustrates how assessment relates to other components of the early childhood identification process. Furthermore, this entire *Manual* is predicated on the assumption that screening and assessment are integral components of a comprehensive program of early childhood education, and, as a result, prereferral interventions would have been implemented prior to the initiation of assessment activities.

Four approaches to early childhood assessment are described below. A combination of approaches takes into account the ecological and child-centered perspectives critical for young children. Comprehensive early childhood programs frequently incorporate more than one or all of these approaches.

Curriculum-Based Assessment

The early childhood curriculum can be used as the basis for fully exploring children's special learning needs. As an assessment approach, the curriculum represents a series of skills or behaviors to be mastered, and the child's performance in the early childhood environment determines learning objectives (Deno, 1986; Howell, 1986). A curriculum-based approach is valuable because it affords a direct instructional link between assessment and intervention (Bagnato et al., 1986).

Teacher and Parent Consultation

Teachers and parents can assist with a thorough evaluation of children's special needs. However, a consultative approach requires specific interviewing skills to identify the special learning needs, generate problem resolution, and plan intervention activities (Curtis & Meyers, 1985). A collaborative approach to problem solving can be very helpful in fostering broad ownership of the "problem" and in establishing a commitment to problem resolution.

Test-Based Assessment

For test-based assessment, data derived from standardized tests are used to describe children's special learning needs. This approach for the early childhood population requires some specific considerations, which will be described in subsequent sections of this *Manual.*

Observation

Observation of young children's behavior is often incorporated into curriculum-based, consultative, and test-based approaches to assessment. Observation can also be useful as a separate assessment strategy. As such, the procedure focuses primarily on observable behavior of children. Through various observation systems (e.g., real time, frequency, duration), this approach helps to identify areas requiring further attention and to develop context-specific interventions. Periodic observations provide an integrated and cost-effective procedure for monitoring pupil progress relative to specific interventions.

Personnel

Persons who assess young children must be skillful and well trained in the particular approaches to the evaluation process.

Qualities of Assessment Personnel

Regardless of the specific approach to assessment, early childhood assessment personnel must possess some special characteristics (Boehm & Sandberg, 1982; Paget & Nagle, 1986; Rogers, 1986; Schakel, 1986). These include

- Knowledge of intervention design for young children within home and school contexts
- Knowledge of, and experience with, young children
- A developmental orientation to behavioral observation
- Technically proficient observation skills
- Empathy and sensitivity in working with parents
- Familiarity with early childhood curricula
- Knowledge and experience in teacher and parent consultation
- Flexibility in planning and implementing assessment strategies
- Facility with preschool assessment techniques and instruments
- Ability to communicate openly and professionally with specialists and parents

Composition of the Assessment Team

Regardless of the assessment approach, the preferred model for assessing young children is a team of persons representing diverse disciplines and orientations, because this model

- Provides a mechanism for validating hypotheses across several data sources and settings
- Facilitates problem identification and generation of approaches to intervention
- Involves professionals from various agencies and medical settings who provide various aspects of total care for young children and their families
- Includes individuals who are sensitive to, and have knowledge about, the culture of the child and the family
- Provides a comprehensive description of the child's strengths and weaknesses that are relevant for planning interventions
- Analyzes strengths and weaknesses needed to facilitate the development of interventions

School administrators may wish to identify a core team of persons representing various disciplines to implement assessment and intervention planning for young children. The suggested composition of the core team, as illustrated in Figure 5, includes three professional disciplines assumed to be primary: school psychology, speech and language therapy, and early childhood education.

A core team with consistent membership enhances the effectiveness of the assessments and interventions in this highly specialized area, and provides continuity for families during the early childhood years. One member of the core team may serve as case coordinator or case follower for each child. The case coordinator compiles all data pertaining to the child, and is the contact person for parents and other personnel regarding the case.

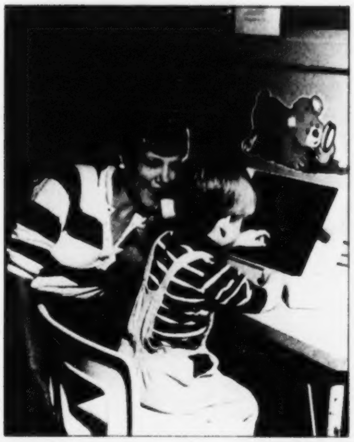
This model also includes a "support team." Support team members, who may be school district employees or representatives from other agencies, are expected to contribute to the diagnosis and planning for individual cases. The relationship between the core team and the support team is illustrated in Figure 5. The role of the parent is inherent in the assessment process, and interlocks with the roles of both core team and support team members (Sexton, Miller, & Murdock, 1984).

Test-Based Assessment Issues

Test-based assessment of very young children presents a special set of circumstances, sometimes quite different from those confronted during assessment of school-aged youngsters. Important issues specific to test-based assessment for preschool- and kindergarten-aged children include establishing rapport, measuring abilities, and controlling the setting.

Establishing Rapport

Young children frequently exhibit uneasiness or anxiety about interacting with an unfamiliar adult in a testing situation. Preschoolers sometimes display extreme behaviors (e.g., crying, refusing to talk) that, while perhaps considered inappropriate for older children, are typical for this population. To maximize opportunities for establishing rapport, examiners should

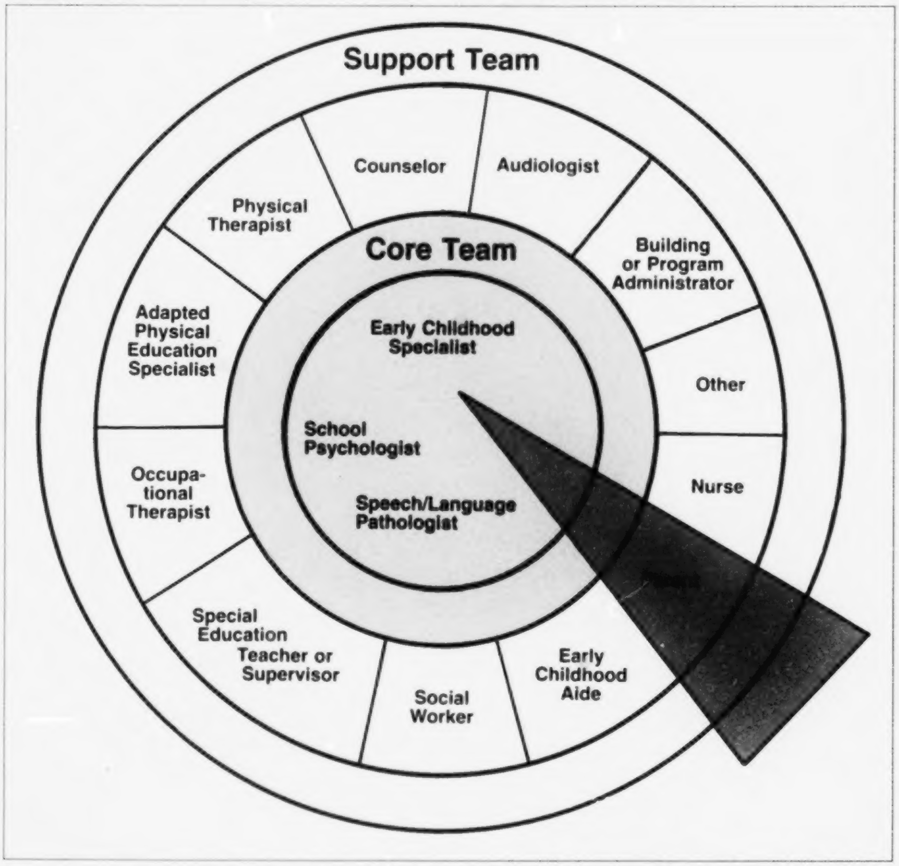


- **Use non-medical titles and dress**. Many young children become alarmed if the examiner is introduced as "Doctor Smith," or if white jackets are worn, since titles or uniforms may evoke memories of uncomfortable visits to hospitals or doctors' offices. Where feasible, examiners should drop the doctor title and avoid white smocks or other associations with medical settings.

- **Be confident and in control**. Some young children become resistant or silly if the examiner is not clearly in charge (Paget, 1983; Sattler, 1988). Maintenance of control requires limit-setting in a friendly, but firm, manner. Examiners who feel uneasy interacting with young children will be at a disadvantage in the test setting, and should gain experience in informal settings before attempting assessment activities.

- **Individualize the degree of verbal communication.** Some young children are quiet and pensive when entering a testing situation. Others are outgoing and talkative. The examiner should take a cue from the child, and

Figure 5. Early Childhood Assessment Team


Support Team
Counselor
Audiologist
Building or Program Administrator
Other
Nurse
Early Childhood Aide
Social Worker
Special Education Teacher or Supervisor
Occupational Therapist
Adapted Physical Education Specialist
Physical Therapist
Core Team
Early Childhood Specialist
School Psychologist
Speech/Language Pathologist

respond in kind. The degree of verbal communication can also help direct the examiner to initial tasks. That is, it may be beneficial to introduce nonverbal activities (e.g., blocks, puzzles) with the quiet youngster, and conversation or word games with the talkative child.

- **Use language that is appropriate for young children.** Examiners must modify the complexity of their verbal communication to maximize children's performance (Paget, 1983). This may involve using different directions so that a youngster is not penalized for not understanding a certain word or phrase (e.g., "point to," "show me," and "put your finger on" all mean the same thing, but a youngster may not be familiar with all). When employing standardized instruments and procedures, children should be taught basic concepts necessary to comprehend the task prior to the formal assessment (Kaufman, 1978). Examiners should also avoid using language that is too complex. In general, two or three short, active sentences are better than one long, complex sentence.

- **Permit an appropriate length of time for warm-up.** Attention spans of young children are relatively short, and too much time in warm-up can wear a child out for the formal assessment (Paget, 1983). However, young children require some time to get used to interacting with the examiner, and informal activities with books or toys can be used for this purpose. The examiner should be attuned to the child, and move into formal activities as soon as it appears the child is comfortable.

- **Be sensitive to changes in mood.** Variations in mood in young children sometimes occur rapidly and dramatically. A youngster may change from a smiling, engaged demeanor one minute to tears the next. The pace of testing, and particularly the nature of the tasks presented, can be an important factor in avoiding such crises.

- **Plan multiple test sessions.** Frequently, several sessions to conduct testing are desirable. Such a plan not only maximizes the child's performance potential by responding to a shorter attention span, but also permits opportunities to observe the child at different times, and, if arranged, in different settings.

Measuring Abilities

The kinds of behaviors young children exhibit are in many cases different from those assessed in school-aged populations. To obtain critical information in light of these special circumstances, examiners should

- **Have knowledge of developmentally relevant behaviors.** Early childhood specialists should be aware of what behaviors are considered typical of children of various ages. Young, nonverbal children exhibit a number of behaviors that can be assessed, but they must be assessed in special ways. No child is "untestable," but some children present special challenges to examiners in identifying those behaviors that can be measured or described (Alpern, 1967). If a child appears "untestable" via a test-based approach, consider the use of a different assessment strategy (e.g., observation, teacher and parent consultation). In some cases, interventions may be introduced prior to formal testing.

- **Rely on multiple sources of information.** An optimal assessment measures many different areas of behavior in many different ways (Paget &

Nagle, 1986). Test-based assessments alone may not provide a typical sampling of behavior. Important information can be obtained from the child's parent or teacher via interviews or rating scales. Observation in a variety of settings may provide valuable data as well. Hence, a combination of assessment approaches is recommended.

- **Be familiar with preschool test instruments and procedures.** Knowing what tools and techniques are available for use with very young children is important for obtaining a comprehensive assessment (Boehm & Sandberg, 1982). Sometimes young children are reported to be "untestable" when examiners attempt to rely exclusively on test-based assessment approaches or use instruments that are inappropriate for the individual (Alpern, 1967).

This *Manual* emphasizes the inclusion of a broad range of assessment approaches including observation, curriculum-based assessment, and consultation with teachers and parents. Annotated lists of early childhood assessment instruments are available from a variety of agencies and organizations, such as those listed in Chapter 7. Even so, users must evaluate tests and other instruments carefully and make selections on the basis of recommended parameters (e.g., *Standards for Educational and Psychological Testing*, 1985).

Controlling the Setting

Characteristics of the assessment setting can be important to obtaining optimal performances from children in a manner useful for intervention planning. Four aspects of the assessment environment that should be considered are discussed below.

- **Familiar versus unfamiliar setting**. Some young children perform best in a familiar environment, such as the home or preschool setting. Other children may view familiar settings as signaling time for play, and may not display appropriate levels of concentration. An optimal assessment might provide opportunities for obtaining information in both familiar and unfamiliar settings (Paget & Nagle, 1986). Most experts agree that a natural setting is preferred for intervention design.

- **Minimally distractive environment.** Tested-based assessment should be conducted in an environment with minimal distractions (Paget, 1983). Potential distractions for preschoolers include jewelry worn by the examiner, puppets or toys on an office shelf, or a typewriter or computer. Ideally, the physical surroundings should be comfortable but somewhat bland. Efforts also should be made to minimize auditory distractions such as ringing telephones, conversations in a nearby office, and sounds of children on the playground.

Attention also should be given to the nature of the waiting area. If there is a delay between the child's arrival and the assessment, experiences during the waiting time may influence the child's reaction to formal testing activities.

- **Familiar versus unfamiliar adults.** Experts differ in their opinions about having a familiar adult present during test-based assessment. Some view the presence of a parent or familiar teacher as distracting to the child, and recommend assessing the youngster without a familiar adult whenever possible (Paget, 1983). Other experts feel having a parent or teacher present can put a child at ease and maximize the child's performance (Boehm & Sandberg, 1982).

When deciding whether to involve familiar adults in the test-based assessment, examiners may want to consider the child's experience in test-like settings, the degree of separation problems evidenced, and any special circumstances (e.g., unique communication techniques). The most comprehensive test-based assessment may provide opportunities for testing with and without familiar adults present. When the teacher or parent does participate in the formal assessment, it is essential that the nature of standardized procedures be explained thoroughly so that items are not altered by the familiar adult's words or actions (Paget, 1983).

- **Equipment and materials.** Test equipment and materials, such as furniture, play equipment, and manipulatives, should be appropriate for the size and characteristic features of young children (Paget, 1983). For formal, tabletop assessment, the furniture must be appropriate in size. The chair must permit the child's feet to rest flat on the floor or other support, and the table must be of appropriate height in relation to the chair.

  Test materials should be clean and in good repair. Manipulatives should be organized so that they are easily accessible, but out of sight. For many preschoolers, this means out of reach! Examiners who are familiar with testing instruments can anticipate tasks and move smoothly from one activity to another, thus maximizing the child's optimal performance.

Parents as Partners

In assessing young children, it is critical to recognize that parents are inherently involved in this process. Examiners who are sensitive to the importance of parent involvement and respond appropriately can help foster long-term parent commitment to early assessment and intervention activities (Rogers, 1986). To maximize positive parent involvement, examiners should follow the steps listed below.

Explain the Assessment Process

For some parents, assessment can be a confusing, threatening activity. While this may be especially true of test-based assessment, parent anxiety may occur as a result of other approaches to assessment as well. Providing information about the assessment process before it occurs can help make it appear more manageable and reduce anxiety (Boehm & Sandberg, 1982).

Parents should be told *why* the assessment is needed, *who* will conduct the assessment, *where* and *when* it will occur, *what kinds* of instruments or procedures will be used, and *expected outcomes* of the assessment. While preassessment activities are implemented for children of all ages, parents need to know that young children may require a more detailed, personalized approach than is sometimes employed for older children (Rogers, 1986).

Consider Parents as Resources

Parents should be considered partners in the assessment of young children. They can provide important information regarding developmental and medical histories, and describe present levels of functioning. For example, evidence suggests that mothers' estimates of their children's functioning correlate with data derived from direct assessment (Gradel, Thompson, & Sheehan, 1981; Sexton et al., 1984). Parents can also help prepare children for test-based assessment activities, and can alert the examiner to any unusual qualities pertinent to the assessment process. In some instances, parent involvement in test-based assessment can help obtain the child's optimal level of performance. Finally, parents may be able to contribute important information and observations about behaviors not measured or observed during the assessment activities. Such interaction with parents fosters a cooperative relationship and sets the stage for consultation, if intervention planning is recommended.

Provide Supportive Services

When a young child is identified as having special needs, most parents will be concerned. Some may express shock, denial, or anger (Boehm & Sandberg, 1982; Spidel, 1981). Examiners should anticipate these understandable reactions and provide appropriate support. They may establish a professional relationship with the parent or arrange other mechanisms for support, such as a parent support group or conferences with teachers and other school personnel.

Essential Components

Regardless of the assessment approach, it is important to incorporate background or historical information with a comprehensive sampling of behavior domains (Paget & Nagle, 1986).

Background Information

Background or historical information can supplement assessment data derived via observation or test-based assessment in important ways (Paget & Nagle, 1986). For example, the experiences of very young children can dramatically affect their responses to the examiner or the test situtation. Children who have been hospitalized frequently, for instance, may be apprehensive or frightened by a stranger in an institutional setting. Conversely, preschool youngsters who have been engaged in speech therapy may be confident and at ease when entering the testing situation.

The following types of background information may be relevant to early childhood assessment:

- **Family characteristics.** The characteristics of the child's home environment can be important to development (Wilson, 1986). Socioeconomic status and parental education levels, for example, correlate highly with performance measures (Schakel, 1986). However, within a given socioeconomic status or educational grouping, a variety of important qualitative differences (e.g., family cohesiveness, communication patterns, provision of learning experiences) affect children's adjustment to school. In addition, evaluating the potential ability of parents to act as change agents for their children can be an important component of intervention planning.

- **Medical history.** Medical events and conditions can affect children's performance and influence conclusions derived from observation and test-based assessment (Hayman, 1983). Obtaining a thorough medical history from the parent, as well as requesting pertinent information from specialists, can assist in providing a comprehensive assessment.

- **Developmental history.** Some young children have uneven patterns of development. Some have normal growth up to a certain age, followed by a plateau or even a regression in skills. Others exhibit specific deficits in one area such as motor skills or language. Related information, which can be obtained from a thorough developmental history provided by the parent, can be helpful in interpreting other data.

- **Educational history.** More and more children have early, educationally relevant experiences such as preschool, day care, speech therapy, or other group experiences (e.g., church school, library story hours, play groups). The examiner should gather information about these activities because they may influence the youngster's adjustment and response to formal testing (Schakel, 1986).

Behavior Domains

When planning a comprehensive assessment, examiners should sample a broad range of behaviors. The following domains are generally considered essential components of a comprehensive early childhood assessment (Boehm & Sandberg, 1982; Paget & Nagle, 1986):

- Intellectual and cognitive
- Speech and language
- Motor
- Sensory
- Preacademic and academic
- Social and emotional
- Adaptive

Examiners should be aware, however, that many of these domains are often inextricably related in young children, and that valid measurement of discrete constructs may be impossible. Other assessment strategies, which are needed for intervention design, are discussed in Chapter 5.

Sources of Data

As mentioned previously, an important objective of early childhood assessment is to sample many different types of behavior in many different ways. In keeping with this objective, diverse data bases are essential. The information sources listed below should be considered.

Parent Interviews

In addition to providing critical information that only a parent may be able to report (e.g., historical and family data), the parent interview can provide insights about the child within the family context (Wilson, 1986).

Parent Questionnaires

Parents may be asked to complete a developmental inventory or questionnaire. Such data can be compared with information from the direct assessment of the child to form a comprehensive view of behavior (Colligan, 1976, 1981).

Teacher Interviews

Early childhood professionals often make important observations about children's behavior in the preschool or day-care setting. This information, which can be communicated during interviews, contributes to a complete assessment.

Teacher Checklists

Teachers can quantify their observations about a child by completing formal checklists of children's behavior.

Work Samples

Children's projects (e.g., artwork) may provide a mechanism for conveying valuable information about a child.

Observation

Structured observation in familiar settings (e.g., home, classroom, playground) allows the evaluator to observe behavior that may not be tapped by other devices. Examples include interaction with peers and adults, adaptability to settings, and spontaneous language.

Data From Other Professionals

Some young children have had involvement with other professionals such as physicians, therapists, Head Start teachers, or day care staff. By obtaining appropriate parent permission and communicating with professionals in these settings, important information can be included as part of the child's assessment.

Structured Testing

Structured test results may be the one component of a comprehensive evaluation most often incorporated in test-based and curriculum-based approaches to early childhood assessment. In addition to tapping knowledge and skills that may not be assessed through other means, testing provides an opportunity for observing the child's behavior in a structured context (Bracken, 1983).

Instrument Selection

Several variables, including those listed below, influence the selection of early childhood assessment instruments.

Reliability

Reliability refers to the accuracy of a measure, or the degree to which examiners can rely upon the score, i.e., trust that it is not due to chance alone (Goodwin & Driscoll, 1980). Every test has some degree of error, but a test that is characterized by too much error is said to be unreliable. Generally speaking, measures of young children's performance tend not to be as reliable as those designed for older youngsters and adults. Therefore, examiners should review instruments carefully and select those that are as reliable as possible.

Validity

Validity refers to the degree to which the instrument measures what it is purported to measure. For example, a test of receptive language that really does measure the construct or ability of receptive language and not other skills is said to be valid. Different ways to determine a test's validity include comparing results with scores derived from other measures given at the same time (concurrent validity) or at a later time (predictive validity). Respectable test validity is critical to a fair assessment of young children (Goodwin & Driscoll, 1980).

Standardization Characteristics

Early childhood professionals should consider several standardization features in choosing an instrument or procedure (Miller & Sprong, 1986). The normative population should be representative, particularly on demographic variables such as age, ethnicity, socioeconomic status, geographic region, and sex. The date of standardization should be as current as possible, and early childhood professionals should not use outdated instruments, as they may yield misleading results (e.g., Campbell, Siegel, Parr, & Ramey, 1986).

Assessment Mode

Frequently, professionals have a choice of more than one high-quality instrument to assess the same area or skill. In such instances, the mode or manner of assessment can be an important determining factor. Assessment mode refers to how the behavior is assessed (e.g., structured item, observation, parent or teacher report).

Mode also includes variations in the ways the child must respond. In choosing instruments, several different response modes are valuable to facilitate the goal of validating hypotheses across diverse measurement strategies and settings (Paget & Nagle, 1986). In addition, the response mode for structured items (e.g., requiring language or motor response) should maximize the child's favorable response (DuBose, 1981).

Appeal of Materials

Some assessment materials are more appealing to children than others. Typically, young children respond best when they can be actively involved in manipulating toys or tangible materials. Therefore, instruments that incorporate such techniques may be the most desirable.

Follow-up to Assessment

The completion of assessment activities should be viewed as the beginning of important interventions for children. Following the assessment, results should be communicated to parents and appropriate interventions provided. Other professionals should be kept informed, as appropriate. Finally, periodic reviews need to be scheduled.

Communicate Results to Parents

Parents should be provided a clear, straightforward explanation of the results of the assessment (Boehm & Sandberg, 1982). In consultation approaches to assessment, parents are directly involved in problem identification and resolution, and thus are knowledgeable about assessment results.

When other assessment approaches are used (e.g., curriculum-based, test-based), results of assessment must be conveyed to parents. Ideally, this will occur in a conference with one or both parents, the case coordinator or case follower, and other members of the early childhood assessment team, as appropriate. Conferences should be scheduled at times that are convenient to parents, including evening hours.

An understandable, written summary of the assessment results for parents is a good practice. Professionals should encourage parents to seek clarification about the summary or other results of the assessment, and to contact them at a later date if questions arise.

In addition, as was mentioned earlier, parents will feel concerned when learning about a young child's special needs for the first time (Boehm & Sandberg, 1982). Professionals can help provide support, either personally or by linking parents with other resources.

Provide Appropriate Interventions

When the assessment confirms the presence of special learning needs, intervention is necessary. Through the use of intervention-based assessment data, appropriate strategies can be developed. (Chapter 5 describes assessment for intervention design in greater detail.) Well-designed early intervention can yield many positive benefits for children and their families including

- Enhancing developmental progress, as compared with children who are not afforded appropriate interventions (Casto & Mastropieri, 1986; Guralnick & Bricker, 1987; Reynolds, Egan, & Lerner, 1983)
- Improving school performance, as demonstrated by such variables as fewer grade retentions, better academic test scores, and a reduction in numbers of school dropouts (Lazar & Darlington, 1978; Schweinhart & Weikart, 1980)
- Enhancing community adjustment, as reflected by a higher proportion of graduates obtaining post-secondary education, fewer arrests, and higher lifetime earnings (Schweinhart & Weikart, 1980)
- Reducing the total number of years of special education required, resulting in a significant cost savings (Garland, et al., 1981; Lazar & Darlington, 1978)

Appropriate interventions for young children and their families can be provided in a variety of settings, as illustrated in Figure 1 on page 8.

Communicate With Other Professionals

In some cases, young children have been or will be involved with professionals or specialists outside the school. These persons may benefit from knowing assessment results. Permission to release information must be obtained prior to the transfer of any data, and appropriate confidentiality measures must apply. Communication with other professionals often leads to consultation about problem resolution, an important step in intervention.

Conduct Periodic Reviews

In the case of young children, periodic reviews of progress are essential because change can occur rapidly, particularly following the introduction of appropriate interventions. As conceptualized in this *Manual*, screening and assessment activities need to be integral parts of early childhood education programs so that individual learning needs can be identified and progress monitored. Teachers need to recognize changes in young children that signal a need for periodic reviews and regard these reviews as a type of ongoing identification of special learning needs.

Limitations to Assessment

Assessment is designed to provide a comprehensive view of the child's current performance in order to develop appropriate interventions. To achieve this objective, knowledge of intervention research and a range of valid treatment approaches are necessary. When interpreting early childhood assessment data, note the cautions listed below.

Limited Predictability

Particularly in the case of preschool children, assessment data should be viewed as a snapshot: a picture in time of the child's performance. That performance changes continually, and it is not a good practice to use early assessment data to predict future performance, since the validity of these predictions is not very high (Rogers, 1986). Making predictions about a child's subsequent adjustment is generally more valid for youngsters who are older and for clinical populations (i.e., those functioning at the extremes of the distribution) (Dunst & Rheingrover, 1981).

Special Education Eligibility

In order for young children to be enrolled in special education programs or receive related services, eligibility must be determined. Making such determinations in young children is frequently difficult for the following reasons:

- The expression of handicapping conditions may be very different in preschoolers than in older children (Rogers, 1986).
- Normal developmental variability complicates the interpretation of certain behaviors (Boehm & Sandberg, 1982; Dunst & Rheingrover, 1981).
- Differentiating between a handicapping condition and inexperience may be difficult in young children.
- Required measurement areas (e.g., academic performance) may not be developed in young children.
- Appropriate test instruments may be scarce in some areas of functioning (Boehm & Sandberg, 1982).
- Determining whether handicapping conditions of preschool children have an adverse effect on educational performance is difficult.

The Ohio Department of Education, in cooperation with field-based planning groups, is developing guidelines for determining special education eligibility for the early childhood population. These guidelines will be disseminated to all school districts following adoption by the State Board of Education.

Applying diagnostic labels to young children is a serious matter, whether these labels are special education categories or clinical terms (Leigh, 1983).

Nonetheless, diagnostic labels are sometimes necessary in order for children to receive appropriate services. In addition, some parents find diagnostic labels helpful in understanding their children's behavior. However, preschool children sometimes change dramatically from year to year, and diagnostic labels may restrict opportunities available to children or result in bias or self-fulfilling prophecies.

Suggested practices with regard to applying diagnostic labels include the following:

- Labels should not be employed indiscriminately to generate funds.
- The label, its meaning, and the reasons why it applies to the child should be conveyed clearly to parents. Many synonyms are used for the same diagnostic category. For this reason, professionals should make efforts to see that parents clearly understand the diagnostic or categorical labels applicable to their children and the implications of these labels.
- Professionals should emphasize that the diagnostic label represents their *current* judgment, and except in rare cases (e.g., specific medical conditions), the label should not be interpreted as being permanent.
- Use of a diagnostic label should be reviewed regularly, and changed as appropriate.

Evaluation of Assessment Activities

By evaluating assessment procedures and instruments periodically, school districts can make appropriate modifications to improve the assessment process. The following strategies are suggested:

- Parents can be surveyed to provide feedback about parent-professional communication and about the thoroughness and timeliness of the assessment process.
- Teachers and other providers of intervention can be surveyed or interviewed to provide data about the usefulness of assessment reports.
- Peer reviews by colleagues in other school districts or community agencies may assist school personnel in enhancing the quality of diagnostic assessments.
- Systematic research to investigate the relationship between specific assessment devices and diagnostic decisions can facilitate instrument selection.

Chapter 5. Assessment for Intervention Design

Rationale

Although the primary purpose of this *Manual* is to assist districts in developing and implementing procedures for *identifying* children's individual learning needs, it is also important to incorporate assessment measures and procedures that relate directly to the design of appropriate intervention strategies. The reason is that traditional assessment approaches sometimes yield data that are not relevant to the design of intervention strategies.

Assessment for intervention design should be guided by factors that are likely to facilitate change. These factors are often different from those revealed by traditional measures. This chapter (adapted from Barnett & Carey, in press) provides a brief discussion of the major facets of assessment related to intervention design. Furthermore, legal, ethical, and other pertinent issues should be considered as professionals implement interventions appropriate to the needs of young children and their families.

Ecological Assessment

Behaviors, person variables, and environmental factors all have potential importance in assessment and intervention design. The ecological perspective maintains that problems can be resolved through a range of alternative strategies: by modifying the problem behavior, by changing the expectations of persons encountering the problem, or by altering situations. Ecological assessment thus provides a broad context for understanding adjustment and planning for interventions. Additionally, this approach draws attention to analyzing strengths, healthy adaptive behaviors, and coping strategies.

In ecological assessment, the professional attempts to understand the network of relationships within and between settings. A general principle is that problems do not necessarily belong to individuals. They are shared by child, family, school, and community systems. Two, and sometimes three, factors are of primary importance in planning interventions using an ecological perspective: (a) a parent, guardian, or care-giver relationship characterized as warm, reciprocal, guiding, and supportive; (b) a functional learning environment within the family; and, when necessary, (c) a flexible continuum of educational and support services for children that stresses essential preacademic skills and social adaptation. With the first factor, someone from the community may need to fulfill the positive support role.

The links between ecological assessment and behavioral assessment encompass professional practice decisions related to *where* to intervene (e.g., home versus school), *when*, *with whom* (e.g., parent, teacher, peers), *how*, and toward *what* target behaviors. Typically, the most powerful agents of change are the persons who interact with the child most intensively.

Curriculum-Based Assessment

The most direct approach to preschool educational assessment is the systematic, ongoing evaluation of children in a well-constructed curriculum (Bagnato et al., 1986). Then, if children do not progress adequately with teacher attempts at intervention, they are referred for consultative services. Curriculum-based measurement reveals the skill mastery of individual children and their rate of progress in comparison to that of peers.

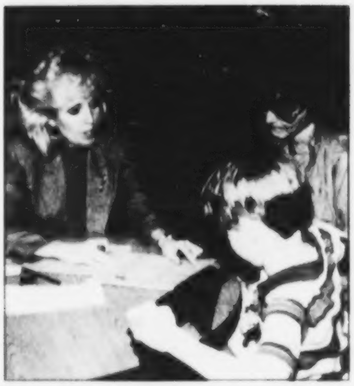
An ecologically based curriculum for young children includes the continuous assessment of skill development in a way that is linked to teaching strategies and peer behavior. Alternative, empirically based teaching techniques should match instruction to the child's individual needs. Assessment should mirror the classroom ecology (Fuchs & Fuchs, 1986), or in other words, the interrelationships of children and the instructional environment.

Moreover, classroom assessments should include observations of important social behaviors. For many high-risk and handicapped children, "preattending" skills are an important aspect of assessment and intervention. Such skills may include looking at the materials, listening, and sitting quietly during instruction (Etzel, LeBlanc, Schilmoeller, & Stella, 1981).

Teacher and Parent Consultation

Data from test batteries may be insufficient for making intervention decisions. Furthermore, the nature of early childhood education necessitates specific and often ongoing resolutions. As a result, systematic appraisal of the child's environment and problem-solving procedures based on a reciprocal partnership among the child, parents, and school personnel are critical in developing appropriate interventions.

Consultation-based services focus on giving needed assistance to children's care-givers rather than to children directly. The relationship is based on openness and trust, and participants are given equal status. Parents and teachers are considered as "experts" concerning their observations of, knowledge of, and interactions with the child. Other professionals (e.g., mental health) demonstrate expertise in the process of problem solving. The active participation of care-givers is critical to the success of problem solving.



When using consultation-based practices, the following characteristics and activities are present: (a) a collaborative orientation; (b) mutual agreement on problem definition and clarification; (c) solution generation and analysis; (d) mutual agreement on assessment, intervention plans, and roles; (e) a trial period for interventions; (f) evaluation; and (g) replanning interventions or terminating them if outcomes are successful.

In summary, a guiding principle of consultation-based interventions is mutual agreement on goals and intervention strategies through collaborative efforts. Strategies to support this principle are discussed next.

Interventions vary in their degree of acceptability to participants. Research trends support naturalistic interventions to increase the likelihood of acceptance. Assessment plans can be directed to identify a range of treatment options based on research and (a) naturally occurring strategies that are likely to be successful with changes, guidance, and feedback, or (b) interventions that may be acceptable for individual parenting and teaching styles.

Interviews and observations may reveal that care-givers use strategies that are consistent at least in some ways with valid interventions. However, they may not be aware of the importance and logical extensions of their behaviors —factors that can be taught or reinforced.

The goals of prereferral interventions include (a) providing structured support and assistance to teachers (and parents) in order to deliver instruction and services for a broad range of children's needs, and (b) reducing the number of inappropriate referrals for multifactored evaluations and subsequent overly restrictive placements. If the teacher's attempts at resolution are unsuccessful, a specialist may be consulted for assistance.

A more formal model of consultation is exemplified by intervention assistance teams. These teams are problem-solving groups that help teachers (and parents) design and implement intervention strategies for children having learning or behavior problems. Such groups seek creative ways to maximize the use of available resources (*Intervention Assistance Teams*, 1985).

Intervention assistance teams focusing on the needs of young children can provide the following potential benefits:

- Assistance to teachers in varying instructional strategies to promote children's competence in basic skills
- A structured method of addressing the special learning needs of individual children
- A method of coordinating intervention strategies among multiple care-givers
- An opportunity to involve parents in the development and implementation of intervention strategies for addressing their child's specific needs
- Improved transition of children from one service delivery system to another (e.g., preschool to school-age programs)
- Fewer inappropriate referrals for assessment, leaving more time to process appropriate referrals more expediently
- More effective integration of handicapped children in the least restrictive environment

Intervention assistance teams can also enable practitioners and parents to become more discriminating in determining which children are handicapped *and* in need of special education under the provisions of Public Laws 94-142 and 99-457. This may be of particular value for developmentally delayed or at-risk children who received early intervention services under Title I of Public Law 99-457 at two years of age. As three-year-olds, they may not be eligible to receive preschool special education and related services under Title II of Public Law 99-457.

Team members can help ensure that children and their families continue to receive needed services that may be available through other service-providing agencies or through other programs and services offered by the school district. For more information, contact the special education regional resource center in your area or the Division of Educational Services, Early Childhood Section, of the Ohio Department of Education.

Sequential Decisions

In contrast to diagnostic or classification decisions, helping strategies typically involve sequential decisions. Target behavior selection and intervention involve a progressive process (Bandura, 1969; Kanfer, 1985), whereby plans are maintained, modified, or refined over time. A process of sequential decisions is used to revise plans as needed. Plans can be made to monitor troublesome behaviors even when tentative decisions are made *not* to intervene. The results of well-conducted interventions directly aid decisions about subsequent changes in educational programs. Successful interventions may alter the need for classification decisions.

Target Behavior Assessment

Behavioral assessments do not automatically reveal targets for intervention. Subsequent decisions are necessary. Target behaviors may include: (a) changes in parent, teacher, and peer behaviors; (b) new or enhanced skills; and (c) strategies for increased self-management.

Frameworks for Selection

Generally, target behaviors are selected based on a combination of factors including research, situational analysis, and problem-solving steps. The points listed below summarize important frameworks for target behavior selection.

- **Determine physically dangerous behaviors.** Behaviors that threaten lives, either the child's or others, have the highest priority. With children, the initial goal may be to provide a safe environment while behaviors of concern are monitored and interventions are planned. Examples of dangerous behavior include abusive or neglectful care-giver relationships, unsafe home and community conditions, and self-inflicted injuries. When the behavior of parents or care-givers is in question, attention should be paid to the way they monitor the child and meet his or her needs and to the parents' level of motivation due to such factors as unemployment, depression, or substance abuse.

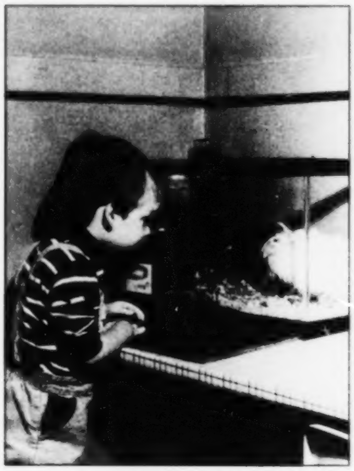
- **Identify other behaviors with potentially damaging consequences.** Behaviors that severely interfere with family functioning through damaging social or economic consequences also need to be evaluated and receive high priority for intervention (Kanfer, 1985).

- **Assess multiple resources for reaching treatment goals.** Some interventions for certain target behaviors require the availability of teachers, other professionals, and parents. Baby-sitters, siblings, and extended family members can also contribute to intervention plans. Teachers may require planning time and support services, and parents may need baby-sitting or transportation.

- **Expand positive behaviors.** Target behaviors should specify desirable goals, rather than inappropriate behaviors, and thus lead to appropriate resources and plans of action (Hawkins, 1986; Mash & Terdal, 1981).

- **Plan for sequences of behavioral change.** Some target behaviors may necessitate changes in other behaviors, primarily because target behaviors may be more likely to influence later, more significant or "pivotal" behaviors (Kanfer, 1985). Behaviors that compromise a normal developmental progression, and that may result in "cumulative deficits" if not mastered, should also be given high priority (Mash & Terdal, 1981).

Sequences of behaviors can be identified through developmental studies, task analysis, or comparisons of skilled versus nonskilled performances on specific tasks.



- **Estimate success rates of the possible interventions.** Each behavior selected for change must be appraised realistically with respect to intervention methods; the behavior change agent's capabilities; available resources; and the impact of the intervention strategy on peers, teachers, and family members. Probable success rates can also be determined by reviewing interventions described in the literature.

- **Assess for multiple and broad-based motivational issues.** In addition, the care-givers'motivation needs to be considered. Joint or collaborative participation may enhance acceptance of the intervention plans. Children, care-givers, and other participants judge whether interventions are appropriate and reasonable. A range of intervention alternatives and change agents may need to be identified for individual children due to motivation and acceptance factors.

- **Assess for self-regulation and environmental regulation.** Artificial means of control are often linked to low long-term success (Kanfer, 1985). Strategies for self-regulation, and "entry into the natural reinforcement community of the child," should be a part of assessment-intervention plans (Baer & Wolf, 1970; Mash & Terdal, 1982; Stokes & Osnes, 1986). Care-givers need to know how to guide and reinforce children's behavior in the natural setting. For example, verbal and nonverbal communication skills may be taught in ways that will engage children in the activities that surround them.

- **Assess side effects.** Interventions may have positive and negative outcomes. The specified target behaviors, along with factors within the social environment, may be altered unintentionally, for better or worse. Decision-makers should evaluate potential negative outcomes of ineffective interventions for children, families, and teachers. Selecting appropriate target behaviors may increase the likelihood of positive side effects.

Pertinent Research

Parents, teachers, school administrators, and society at large generally expect that intervention decisions, despite the difficulties, will be guided by pertinent research. Brief descriptions of three major ways that empirical information can contribute to practice are listed below.

Identify Syndromes

First, examiners should determine any research-supported correspondence between the child's behavior and syndromes since identifying syndromes can help determine the adequacy of assessment and intervention plans. For example, assessment and intervention plans for children who exhibit conduct disorders may need to focus on parental behaviors and roles, because evidence suggests a reciprocal relationship between parents' behavior and children's conduct disorders.

Consider Empirically Based Interventions

Second, valid and replicated intervention strategies (e.g., those for noncompliance) can be successfully applied to similar behavior problems.

Child characteristics, environmental settings, treatment components and alternatives, magnitude of expected changes, and the observation systems and measures described in the literature can be evaluated to determine their potential relevance to individual cases. Gaps in research regarding interventions with certain child behaviors are also important to professionals and other decision-makers.

Evaluate Interventions

Third, chosen interventions require evaluation. Time-series methods based on single case designs are appropriate for this function. Such methods generally have three facets: (a) measures of stability, level, and trend of behavior; (b) an introduction of the intervention while maintaining the measurement procedures; and (c) the evaluation of the intervention over substantial time periods with respect to intervention goals (Barlow, Hayes, & Nelson, 1984).

Graphic and Technical Aids

Graphic and technical aids are necessary to help overcome the natural limitations of interpreting complex assessment and intervention information. Furthermore, information needs to be structured, and new information placed appropriately within the structure. Examples of technical aids are found in ecological assessment techniques used to represent the child's environment (e.g., Cantrell & Cantrell, 1985), and in time-series methods used to monitor behavior trends and the effects of interventions (e.g., Barlow et al., 1984).

One technique is the use of the eco-map, an example of which is presented in Figure 6. Following guidelines used by Hartman (1978), the circles represent females, and the squares represent males. Pertinent ages are placed inside the symbols. Relationships are depicted by lines connecting individuals and settings. Dashes indicate tenuous relationships, while barriers or conflicting relationships are illustrated through the use of Xs.

In the example, a three-year-old boy is experiencing adjustment problems in his preschool program. He has tenuous relationships with his eighteen-year-old mother and his grandfather. While his mother is employed, the family situation is disharmonious. His relationship with his grandmother represents his only present source of stability. Except for employment, his mother is also "cut off" from sources of emotional support.

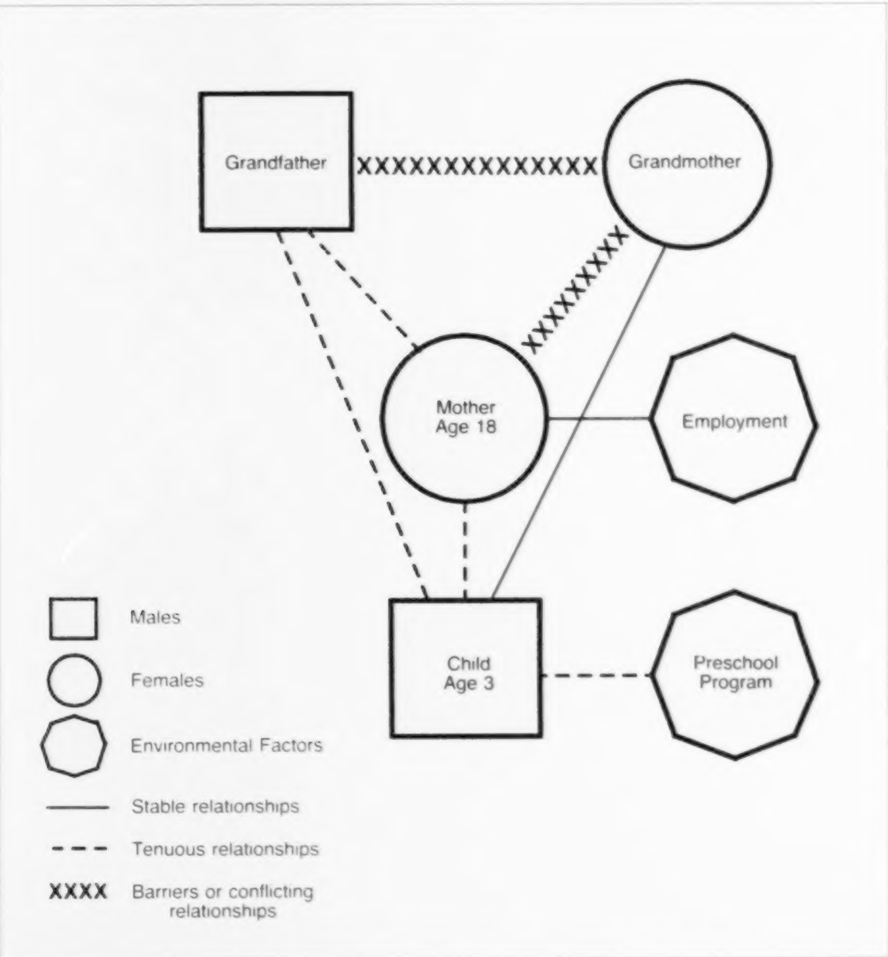
The eco-map can serve as (a) an assessment technique to be used by professionals and clients, (b) a planning tool to examine potential resources and helping strategies, (c) a recording and communication device, and (d) a measure of change (Hartman, 1978).

Time-series methods subsume case studies, and add the repeated measurement of significant behaviors of interest and the specification and evaluation of an intervention (Barlow et al., 1984). The methods are appropriate for both skill acquisition and problem behaviors.

Professional Considerations

Behavioral consultants should be aware of their own value systems, behaviors, and competencies. They should adhere to well-established conventions for assessment and intervention design. They should also follow the ethical principles of major professional organizations representing educational and mental health services to children. Beyond the technical considerations, the major principles are developing plans by mutual agreement and evaluating the effectiveness of interventions.

Figure 6. An Ecological Approach to Assessment: The Eco-Map


Grandfather
XXXXXXXXXXXXXX
Grandmother
XXXXXXXX
Mother Age 18
Employment
Child Age 3
Preschool Program
Males
Females
Environmental Factors
Stable relationships
Tenuous relationships
XXXX Barriers or conflicting relationships

Chapter 6. Summary

What Has Changed

Public school involvement in early education is growing rapidly. New responsibilities for schools to identify children's individual learning needs and to provide appropriate learning experiences are constantly being added. Research supports the importance of early identification and assessment of children's special needs, including those of handicapped and gifted children. Providing appropriate, early learning experiences significantly improves children's educational potential.

Furthermore, the demographics of American public schools are changing dramatically. Educators are working with considerably more children from single-parent families, from low-income families, from "minority" families, and from families where English is not the primary language. Children at an educational disadvantage represent an increasing proportion of our youth (Children's Defense Fund and The Junior League of Ohio, 1987; National Governors' Association, 1986).

Early childhood education is receiving much more attention from professional educators, parents, and others who care about the future of children. Major research studies indicate that good preschool programs help prevent school failure. These studies show that quality preschool programs can have both short-term and long-term effects. They can improve student performance in school from the elementary through the secondary level. The achievement level of first-graders is higher, there is less grade repetition, and fewer special education classes are needed.

Quality programs have also been shown to reduce the high school dropout rate, increase the college attendance rate, increase employment, and reduce the welfare and crime rates after high school. Quality preschool programs are, therefore, cost-effective in the long term (Brown, 1978; Karnes, Hodgins, and Teska, 1969; Lazar, Darlington, Murray, Royce, and Snipper, 1982; Weikart, Bond, and McNeir, 1978).

What Is Needed

For the children's sake and the nation's well-being, new initiatives must be launched to prepare all students for the competitions of the twenty-first century. The provision of quality preschool programs has been widely recognized as a major initiative in response to this need. The extent to which our preschool programs are successful in achieving their intended goals will depend on the extent to which they provide "appropriate" learning experiences.

The careful design, implementation, and monitoring of screening and assessment activities will be necessary to meet the needs of individual children and their families. The guidance provided within this document is intended to assist with this process. This is, however, only a beginning.

Effective early identification will depend on the expertise of those involved in the process, and their willingness to pursue new knowledge. Policy relating to the field of early childhood education is still in its infancy. The upcoming years offer significant opportunity to promote effective programming for young children.

Chapter 7. Resources for Early Childhood Personnel

A number of professional associations and related organizations provide services of interest to school personnel who are planning or implementing early childhood screening and assessment activities. The following lists, although not exhaustive, reflect professional, advocacy, and governmental interests.

National Associations and Organizations

American Psychological Association
1200 Seventeeth Street, N.W.
Washington, DC 20036

American Speech, Language, and Hearing Association
10801 Rockville Pike
Rockville, MD 20852

Association for Childhood Education International
11141 Georgia Avenue, Suite 200
Wheaton, MD 20902

Carolina Institute for Research on Early Education for the Handicapped
Frank Porter Graham Child Development Center
University of North Carolina
Chapel Hill, NC 27514

Council for Exceptional Children
Division of Early Childhood
1920 Association Drive
Reston, VA 20091

Early Intervention Research Institute
Developmental Center for Handicapped Persons
Utah State University
Logan, UT 84322-6870

Head Start—Region V Office
Administration for Children, Youth, and Families
OHDS/DH & HS, 13th Floor
300 South Wacker Drive
Chicago, IL 60606

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009

National Association of School Psychologists
1511 K Street, N.W.
Washington, DC 20005

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State Associations and Organizations

Children's Defense Fund—Ohio
790 Stone Avenue
Columbus, OH 43205

Ohio Association for the Education of Young Children*

Ohio Association of Child Caring Agencies
360 South Third Street
Columbus, OH 43266

Ohio Association of Elementary, Kindergarten, and Nursery Educators*
(An affiliate of the Ohio Education Association)

Ohio Association of Head Start Directors*

Ohio Coalition for the Education of Handicapped Children
933 North High Street, Suite 106
Worthington, OH 43085

Ohio Department of Education
Division of Early Childhood Education
65 South Front Street, Room 202
Columbus, OH 43266-0308

Ohio Department of Education
Division of Special Educaton
933 North High Street
Worthington, OH 43085-4087

Ohio Department of Education
Division of Vocational and Career Education
65 South Front Street, Room 907
Columbus, OH 43266-0308

Ohio Department of Health
Division of Maternal and Child Health
246 North High Street, P. O. Box 118
Columbus, OH 43266-0588

Ohio Department of Human Services
Division of Family and Children's Services
30 East Broad Street
Columbus, OH 43266-0423

Ohio Department of Mental Health
Division of Childen's and Educational Services
30 East Broad Street, 11th Floor
Columbus, OH 43266-0414

Ohio Department of Mental Retardation and Developmental Disabilities
Division of MR/DD Programs
30 East Broad Street, 12th Floor
Columbus, OH 43266-0415

Ohio Federation of the Council for Exceptional Children
Division of Early Childhood*

Ohio School Psychologists Association
750 Brooksedge Boulevard
Westerville, OH 43081-4914

Ohio Speech and Hearing Association*

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*The address and contact person vary depending on the association's current slate of officers. For further information, contact the Division of Early Childhood Education of the Ohio Department of Education.

Special Education Regional Resource Centers in Ohio

Ohio has 16 special education regional resource centers (SERRCs) and one statewide center that provide technical assistance to school personnel in the development and implementation of early childhood screening and assessment activities. A list of these centers, together with the counties served, follows:

Central Ohio SERRC
470 East Glenmont Avenue
Columbus, OH 43214
(614) 262-4545
Counties Served: Delaware, Fairfield, Franklin, Licking, Madison, Pickaway, Union

Cuyahoga SERRC
14605 Granger Road
Maple Heights, OH 44137
(216) 587-5960
County Served: Cuyahoga

East Central SERRC
152 Second Street, NE
New Philadelphia, OH 44663
(216) 343-3355
Counties Served: Belmont, Carroll, Coshocton, Guernsey, Harrison, Holmes, Jefferson, Muskingum, Noble, Tuscarawas

East Shore SERRC
7900 Euclid-Chardon Road
Kirtland, OH 44094
(216) 256-8483
Counties Served: Geauga, Lake

Hopewell SERRC
5799 West New Market Road
Hillsboro, OH 45133
(513) 393-1904
Counties Served: Adams, Brown, Clinton, Fayette, Highland

Lincoln Way SERRC
1450 West Main Street
Louisville, OH 44641
(216) 875-2423
Counties Served: Columbiana, Stark, Wayne

Miami Valley SERRC
1830 Harshman Road
Dayton, OH 45424
(513) 236-9965
Counties Served: Clark, Darke, Greene, Miami, Montgomery, Preble

Mid-Eastern Ohio SERRC
2226 Twenty-third Street
Cuyahoga Falls, OH 44223
(216) 929-6634
Counties Served: Medina, Portage, Summit

North Central Ohio SERRC
2200 Bedford Avenue
Mansfield, OH 44906
(419) 747-4808
Counties Served: Ashland, Crawford, Knox, Marion, Morrow, Richland, Wyandot

North East Ohio SERRC
409 Harmon Street, NW
Warren, OH 44483
(216) 394-1558
Counties Served: Ashtabula, Mahoning, Trumbull

Northern Ohio SERRC
218 North Pleasant Street,
Oberlin, OH 44074
(216) 775-2786
Counties Served: Erie, Huron, Lorain

Northwest Ohio SERRC
10142 Dowling Road, RR#2
Bowling Green, OH 43402
(419) 833-6761
Counties Served: Defiance, Fulton, Hancock, Henry, Lucas, Ottawa, Paulding, Putnam, Sandusky, Seneca, Van Wert, Williams, Wood

Pilasco-Ross SERRC
411 Court Street
Portsmouth, OH 45662
(614) 354-4526
Counties Served: Lawrence, Pike, Ross, Scioto

Southeastern Ohio SERRC
507 Richland Avenue
Athens, OH 45701
(614) 594-4235
Counties Served: Athens, Gallia, Hocking, Jackson, Meigs, Monroe, Morgan, Perry, Vinton, Washington

Southwestern Ohio SERRC
415 Herman Street
Cincinnati, OH 45219
(513) 241-8641
Counties Served: Butler, Clermont, Hamilton, Warren

West Central Ohio SERRC
RR#6, Box A-3,
North Dixie Highway
Wapakoneta, OH 45895
(419) 738-9224
Counties Served: Allen, Auglaize, Champaign, Hardin, Logan, Mercer, Shelby

Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH)
470 East Glenmont Avenue
Columbus, OH 43214
(614) 262-6131
Counties Served: All counties

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